VII

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GENERAL REPORT

ON

Public Instruction

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR 1889-90.

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1890.

ERRATA.

Annual Educational Report for 1889-90.

Page.	Para.	Detail.
5	...	Last line. *Read* '50' *for* '90.'
28	38	State Vernacular Middle Schools for Boys. Column number of schools (1889). *Read* 356 *for* '3 [illegible].'
31	44	State Vernacular Primary Schools for Boys. Second Statement. Column Average number of scholars per lower primary section on 31st March 1890, against Agra and Allahabad. *Read* '24 9' *for* '24[illegible]' and '22 9.'
37	50(*a*)	Column Remarks. *Read* 'cases' *for* 'cases.'
43	60	Line 13. *Read* inverted commas (") after 'district.'
ib.	*ib.*	Lines 14—20. There should not be inverted commas before 'Although' and after 'pupils.'
44	...	Line 7. *Read* 'real' *for* 're [illegible].'
61	General Table VII.	Column 11. Grand Total. *Read* '60[illegible]' *for* '659.'
...	Ditto.	„ 13. „ „ „ '2,25,774' *for* '2,257'
62	Ditto.	„ 22. „ „ „ '[illegible]' *for* '60,879.'
65	General Table III.	„ 19. „ „ „ '46' *for* '64.'
67	General Table IV.	„ 18. „ „ „ '82,062' *for* '2,062'

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1889-90.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the Academic Year 1889-90.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

1. The academic year ends on the 30th June, and as this report relates largely to the University and public examinations, the results of which were published last April and June respectively, it may reasonably be said to deal with the academic year ending with June 1890.

2. The general tables which have been compiled in accordance with the orders of the Government of India give the statistics, as far as they could be collected, of education of all kinds in these Provinces; but the tabular statements embodied in this section of the report embrace as a rule only those institutions that were under public management and those that received grants-in-aid and adopted a course of instruction prescribed either by this Department or by the local University. These tabular statements therefore do not include the statistics of the Roorkee Engineering College, the Agra Medical School, schools for patwáris, and (the item of scholarships excepted) unaided institutions. The figures entered under this item include unaided institutions because students belonging to them are allowed to compete for scholarships if the institutions observe the departmental inter-school and inter-college rules. The statistics of schools for Europeans are embodied in the general tables, but they are also given separately in another set of tables, from which all superfluous headings and sidings have been omitted.

3. The following statement compares, for the years ending the 31st March 1889 and 1890, the direct and indirect expenditure *from all sources* on Government and aided institutions :—

Direct and indirect expenditure from all sources.

	1889.	1890.
Direct expenditure.	Rs.	Rs.
Colleges ...	2,26,058	2,38,566
Schools (general) ...	17,32,127	17,58,532
Do. (special) ...	44,168	58,918
Total ...	20,02,953	20,56,016
Indirect expenditure.		
University ...	20,742	19,707
Direction ...	40,198	41,014
Inspection ...	2,26,592	2,38,278
Scholarships* ...	87,904	81,713
Buildings ...	2,90,567	2,19,755
Apparatus ...	15,628	24,503
Miscellaneous ...	65,548	62,548
Total ...	7,47,179	6,87,518
GRAND TOTAL ...	27,50,132	27,43,534

* Includes expenditure on unaided institutions.

The following statement compares, for the years ending the 31st March 1889 and 1890, the direct and indirect expenditure *from public funds* (provincial and local) on Government and aided institutions :—

Direct and indirect expenditure from Public Funds (Provincial and Local).

	1889.	1890.
Direct expenditure.	Rs.	Rs.
Colleges	1,33,269	1,33,891
Schools (general)	10,48,918	10,13,319
Do. (special)	41,565	45,383
Total ...	12,23,747	11,92,593
Indirect expenditure.		
Direction	40,198	41,014
Inspection	2,26,560	2,37,725
Scholarships*	45,873	42,381
Buildings	1,54,204	1,50,448
Apparatus	8,136	13,863
Miscellaneous	32,861	24,351
Total ...	5,07,832	5,09,782
GRAND TOTAL ...	17,31,579	17,02,375

* Including expenditure on unaided institutions.

The total expenditure from public funds (provincial and local) was Rs. 29,204 less than for the previous year, a decrease of Rs. 31,154 having occurred in direct expenditure and an increase of Rs. 1,950 in indirect expenditure. The increase in the direct expenditure on special schools (Rs. 3,818) was due to the transfer of certain schools and departments of schools from the head of "schools (general)" to that of "schools (special)." The increase thus caused would have been greater but for the amalgamation of certain normal schools with the central normal schools of Agra, Lucknow, and Allahabad. This increase, too, partly accounts for the decrease of Rs. 35,594 under the head of "schools (general)." This large decrease, however, was mainly owing to the increase in the fee receipts.

The increase of Rs. 11,165 in indirect expenditure under the head of "Inspection" may be partly accounted for by the increased establishments of the Deputy Inspectors' Offices and by the circumstance that for the greater portion of the preceding year the Inspector of the Benares Division performed the duties of the Inspector of the 3rd Circle.

The increase of Rs. 5,727 in indirect expenditure under the head of "apparatus" was partly due to the purchase of furniture for vernacular schools.

The decrease of Rs. 8,516 in indirect expenditure under the head of "miscellaneous" was owing partly to the transfer of charges for newspapers, &c., from this office to that of the Superintendent of Stationery, Calcutta, and partly to the increased receipts from departmental examination fees.

4. The following statement compares for the years, ending 31st March 1889. and 1890 the direct expenditure from all sources on the different classes of institutions for each kind of education, the number of these institutions, and the number of scholars in average attendance ;—

Direct expenditure from all sources on the different kinds of education.

Class of institution.		Number of institutions	Number of scholars in average attendance.	Expenditure. From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For University education	1889...	12	1,376	1,33,269	8,193	29,390	55,806	2,26,658
	1890	13	1,660	1,33,891	6,850	41,520	56,305	2,38,566
„ secondary education.	1889...	507	54,339	4,33,030	50,011	2,33,894	1,69,033	8,85,908
	1890...	488	49,568	4,20,058	49,485	2,46,464	1,45,254	8,61,261
„ primary education.	1889 .	4,289	146,662	5,38,506	23,155	22,410	27,799	6,11,870
	1890...	4,224	137,125	5,07,494	24,281	33,201	36,097	6,01,073
Total ...	1889...	4,808	2,02,377	11,04,805	81,359	2,85,634	2,52,638	17,24,436
	1890 ..	4,725	1,88,353	10,61,443	80,616	3,21,185	2,37,656	17,00,900
For Girls.								
For secondary education.	1889...	23	1,779	41,621	783	66,590	43,642	1,52,636
	1890,..	25	2,160	48,844	860	80,853	81,586	2,12,143
„ primary education.	1889 ..	322	9,244	35,756	5,828	2,476	37,653	81,713
	1890...	321	8,980	36,923	5,693	2,527	38,912	84,055
Total ...	1889...	345	11,023	77,377	6,611	69,066	81,295	2,34,349
	1890...	346	11,140	85,767	6,553	83,380	1,20,498	2,96,198
Total, boys and girls	1889...	5,153	213,400	11,82,182	87,970	3,54,700	3,33,933	19,58,785
	1890...	5,071	199,493	11,47,210	87,169	4,04,565	3,58,154	19,97,098
Schools for special instruction.	1889 ..	14	484	41,565	...	557	2,046	44,168
	1890...	17	1,613	45,383	360	1,336	11,839	58,918
GRAND TOTAL ...	1889...	5,167	213,884	12,23,747	87,970	3,55,257	3,35,979	20,02,953
	1890...	5,088	201,106	11,92,593	87,529	4,05,901	3,69,993	20,56,016

5. The following two statements compare for the years ending 31st March 1889 and 1890 the distribution of direct and indirect expenditure respectively from all sources on the different kinds of education :—

Distribution of direct expenditure from all sources on the different kinds of education.

No.	Kind of education.	Year.	Source. Public funds.	Municipal funds.	Fees.	Endowments, subscriptions, and other sources.	Total.
			Rs.	Rs.	Rs.	Rs.	Rs.
	University	1889	1,33,269	8,193	29,390	55,806	2,26,658
		1890	1,33,891	6,850	41,520	56,305	2,38,566
	Secondary	1889	4,74,651	50,794	3,00,424	2,12,675	10,38,544
		1890	4,68,902	50,345	3,27,317	2,26,840	10,73,404
	Primary	1889	5,74,262	28,983	24,886	65,452	6,93,583
		1890	5,44,417	29,074	35,728	75,009	6,85,128
	Special	1889	41,565	...	557	2,046	44,168
		1890	45,383	360	1,336	11,839	58,918
	Total ...	1889	12,23,747	87,970	3,55,257	3,35,979	20,02,953
		1890	11,92,593	87,529	4,05,901	3,69,993	20,56,016

Distribution of indirect expenditure from all sources on the different kinds of education :—

Kind of education.	Year.	Object. (1) University.	(2) Direction.	(3) Inspection.	(4) Scholarships.	(5) Buildings.	(6) Apparatus.	(7) Miscellaneous.	Total
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
University ...	1889	20,742	...	...	26,946	59,434	200	...	1,07,322
	1890	19,707	...	...	26,542	44,691	335	...	91,275
Secondary ...	1889	...	23,502	1,32,481	58,150	1,54,529	8,479	43,068	4,20,209
	1890	...	24,223	1,40,729	50,475	1,16,596	13,291	41,012	3,86,326
Primary ...	1889	...	15,696	88,477	2,808	76,604	6,949	21,534	2,12,068
	1890	...	15,461	89,824	4,696	58,328	10,877	20,540	1,99,726
Special ...	1889	..	1,000	5,034	...	...	...	946	7,580
	1890	...	1,330	7,725	...	140	...	996	10,191
Total ...	1889	20,742	40,198	2,26,592	87,904	2,90,567	15,628	65,548	7,47,179
	1890	19,707	41,014	2,38,278	81,713	2,19,755	24,503	62,548	6,87,518

6. The percentage of the total direct expenditure defrayed from each of the several sources of income for the last three years is given in the following statement :—

	1887-88.	1888-89.	1889-90.
	Rs.	Rs.	Rs.
From public funds	60	61	58
„ municipal funds	4	4	4
„ fees	17	18	20
„ endowments, &c.	19	17	18
Total ...	100	100	100

7. The following statement compares the direct expenditure from public funds and from other sources for the year 1889-90, on the different classes of institutions under public and private management respectively :—

Direct expenditure on Government and Aided Schools for the year 1889-90.

Class of institution.	Expenditure from		Total.	Percentage of expenditure defrayed from		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.	Rs.	Rs.	
Colleges	93,062	23,082	1,16,144	80	20	7·8
Secondary	2,83,578	1,56,374	4,39,952	64	36	23·8
Primary	5,00,890	54,669	5,55,559	90	10	42 0
Special	37,763	1,272	39,035	97	3	3·2
Aided.						
Colleges	40,829	81,593	1,22,422	33	67	3·4
Secondary	1,85,324	4,48,128	6,33,452	29	71	15 5
Primary	43,527	86,042	1,29,569	34	66	3·7
Special	7,620	12,263	19,883	38	62	·6
Total ...	11,92,593	8,63,423	20,56,016	58	42	100

8. During the year under review nearly all the candidates from the colleges and collegiate schools of the united Provinces went up for the examinations of the local University. The aggregate average monthly number on the rolls of these institutions was much larger than for the previous year, and the question of providing additional accommodation for the increasing numbers attending the two State colleges may ere long have to be considered. The results of the different University, public, and other examinations will be found in their appropriate places, as also the explanations for the variations in expenditure and enrolment.

SECTION II.—CONTROLLING AGENCIES.

9. (1) In July 1889, Pandit Kesho Prasad Tiwari, one of the Assistant Inspectors of Schools, Oudh, on probation, was succeeded by Munshi Janki Prasad, head-clerk, office of the Inspector of Schools, 2nd Circle.

(2) In August 1889 a new post of Mathematical Lecturer was created in the Muir Central College, and Babu Ram Nath Chatterji, M.A., a Professor in the Agra College, was appointed to it.

(3) In December 1889 Mr. Hill returned from furlough, and Bábu Abhaya Charan Sanyal, M.A., who succeeded Mr. Holt as a temporary arrangement, having been relieved by Mr. Hill, reverted to his post of Assistant Professor of Physical Science, Queen's College, Benares.

(4) In February last Mr. K. Deighton, Inspector of Schools, Rohilkhand Division, and Inspector of European Schools in the North-Western Provinces and Oudh, retired from the service, in consequence of which Mr. W. N. Boutflower, Professor of Mathematics in the Muir Central College, Allahabad, was promoted from the 3rd grade of Educational Officers to the 2nd grade, and Dr. G. Thibaut, Professor of English Literature in the Muir Central College, from the 4th grade to the 3rd.

10. There is a marked distinction between the more immediate controlling agencies of the North-Western Provinces and Oudh in the matter of vernacular schools. In Oudh the whole of each district is inspected by a Deputy Inspector, whilst in the North-Western Provinces as a rule part of a district is under a Deputy Inspector, and part under a Sub-Deputy Inspector, and these two officers do not always work in unanimity. The majority of the districts of the North-Western Provinces contain too many schools to be inspected by one local officer as in Oudh, and I therefore consider it would be better, if feasible, to do away with the Sub-Deputy Inspectors altogether, and to appoint two Deputy Inspectors to those districts of the North-Western Provinces that have more schools than can be inspected by one. Many of the present Sub-Deputy Inspectors appear to be efficient officers, and I would place them if practicable in independent charge of the schools they now have to visit.

SECTION III.—UNIVERSITY EDUCATION.

11. This year all the candidates from these Provinces went up for the Allahabad University Examinations with the exception of some from the Agra and Canning Colleges who went up for those of the Calcutta University. The three following tabular statements give the results of these latter examinations :—

CALCUTTA UNIVERSITY EXAMINATIONS.

M. A. Examination.

Institution.	English.			History.			Total.		
	Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
Agra College	3	1	33	1	1	100	4	2	50

B. A. Examination.

Institution.	Number of candidates.	Number passed.	Percentage.
Agra	4	3	75

B. L. Examination.

Institution.	Number of candidates.	Number passed.	Percentage.
Agra College	2	1	50
Canning College	2	1	50

At the B. A. Examination of the Calcutta University Satis Chandra Bandopadhyay, a student of the Agra College, stood first in order of merit in English Literature. The Girls' High School, Allahabad, sent up two girls for the First Examination in Arts of the Calcutta University and passed both of them.

12. The following table compares the average monthly number of students on the rolls of the English Arts Colleges and College Departments of Collegiate Schools during the years 1888, 1889, and 1890 respectively :—

English Arts Colleges and Collegiate Schools.

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March.		
		1888.	1889.	1890.
State Colleges ...	Muir Central, Allahabad	171	177	205
	Queen's, Benares	95	92	135
Aided Colleges ...	Agra, Agra	97	137	175
	Canning, Lucknow	128	120	164
	Muhammadan Anglo-Oriental, Aligarh ...	47	60	61
	Bareilly, Bareilly ...	45	56	70
State Collegiate School.	Fyzabad Zila, Fyzabad ...	18	24	30
Unaided Collegiate Schools.	London Mission, Benares ...	16	20	22
	St. John's, Agra ...	14	20	29
	Ramsay, Almora ...	7	8	10
	St. George's, Mussoorie ...	3	2	2
	Diocesan Girls', Allahabad ...	1	2	1
	St. Peter's, Agra ...	8	...	3
	Total ...	650	718	907

The aggregate numbers of self-supporters at the close of the three years were 378, 456, and 667 respectively. The aggregate average monthly enrolment rose from 718 to 907, the increase being more particularly marked in the Muir, Queen's, Agra, Canning, and Bareilly Colleges. Additional accommodation is much needed in the Muir College. The following extract is from the Principal's report: "Two great needs of Muir Central College at present are two class-rooms large enough to contain from 100 to 120 students or more apiece, the junior classes having altogether outgrown the existing class-rooms intended to seat only 50 or 60 students; and hostelries in which Hindu and Muhammadan students could live more or less apart under the visitation and general supervision of the Principal and Professors of the College. At present the larger classes have to be taught in the convocation hall of the University or in corridors, both of which are very unfit for the purpose. Very many applications for admission to the boarding-houses have to be rejected for want of accommodation, thus retarding the growth and increased utility of the College." From Mr. Wright's report it also appears that the lecture-rooms of the Benares College can hardly accommodate more than the present number of students.

13. The following is a comparative statement for the three last years of the aggregate direct expenditure on the six English Arts Colleges :—

English Arts Colleges.

	1888.	1889.	1890.
	Rs.	Rs.	Rs.
From public funds	1,09,784	1,12,199	1,12,551
„ municipal funds	6,395	8,193	6,850
„ fees	17,947	21,231	30,008
„ other sources	48,194	50,636	52,503
Total ...	1,82,320	1,92,259	2,01,912

The increase in the expenditure was Rs. 9,653. Of this amount Rs. 3,716 was on account of the two State Colleges. This latter increase was partly due to the appointment of a Mathematical Lecturer to the Muir College, and partly to the higher salary drawn by the Principal of the Benares College, otherwise the increase of Rs. 3,599 in their fee income would have diminished the expenditure on them from public funds. The following statement compares for the three last years the expenditure from public funds on each of the five principal colleges :—

English Arts Colleges.

Class of college.	Name of college.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1888.	1889.	1890.	1888.	1889.	1890.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central ...	54,261	48,575	47,703	317	274	233
	Queen's	20,662	28,143	29,125	217	306	216
	Total ...	74,923	76,718	76,828	282	285	226
Aided ...	Canning	16,088	15,454	15,227	126	129	93
	Agra	7,000	7,000	7,000	72	51	40
	M. A.-O, Aligarh ...	6,000	7,100	7,200	128	118	118
	Total ...	29,088	29,554	29,427	107	93	74
	GRAND TOTAL ...	1,04,011	1,06,272	1,06,255	193	181	144

14. In this paragraph are given some tables showing the results of the Allahabad University Examinations :—

Allahabad University M. A. Examination.

Institution.	Subjects of examination.											
	English.			Mathematics.			Mental and Moral Science.			Physical Science.		
	Number of candidates.	Number passed	Percentage of passes.	Number of candidates.	Number passed	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
Muir College ...	6	4	67	...	...	...	...	...	...	1	1	100
Canning „ ...	...	...	...	1	1	100	...	...	...	...	...	...
Agra „ ...	1	1	100	...	...	...	1	...	...	...	...	...
Aligarh M. A.-O. College.	1	...	...	...	...	...	...	...	...	...	...	...
Total ...	8	5	63	1	1	100	1	...	...	1	1	100

Allahabad University B. A. Examination.

College.	Candidates.	Passed.	Percentage of passes.	Number of failures in					
				English.	Mental and Moral Science.	Mathematics.	Second Language.	Physical Science.	Aggregate.
Muir	17	7	41	2	8	1	2	...	8
Agra	25	14	56	1	11	...	3	...	9
Queen's ...	9	7	78	...	...	...	2	...	...
Canning ...	9	9	100	...	...	...	...	...	...
Bareilly ...	8	3	38	1	2	1	2	2	3
Aligarh M. A.-O. ...	4	2	50	...	2	...	...	...	2
Total ...	72	42	58	4	23	2	9	2	22

The Canning College sent up nine candidates to the B. A. Examination, and all of them passed. Queen's College also acquitted itself with credit. The greatest number of failures occurred in mental and moral science. The number of failures in the aggregate, however, was hardly less.

The following table gives the results of the B. A. Examination with reference to the A and B Courses :—

Allahabad University B. A. Examination.

College.	Course A.						Course B.					
	Candidates.	Passed in			Total.	Percentage.	Candidates.	Passed in			Total.	Percentage.
		First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Muir ...	14	1	2	2	5	36	3	...	2	...	2	67
Agra ...	21	1	4	5	10	48	4	...	3	1	4	100
Queen's ...	7	1	2	2	5	71	2	...	2	...	2	100
Canning ...	8	...	4	4	8	100	1	...	1	...	1	100
Bareilly ...	5	...	1	1	2	40	3	...	...	1	1	33
Aligarh M. A.-O....	4	...	2	...	2	50	...	...	...	...	...	...
Total ...	59	3	15	14	32	54	13	...	8	2	10	77

Allahabad University Intermediate Examination.

Class of institution.	Name of institution.	Candidates.	Passed in			Total.	Percentage.
			First Division.	Second Division.	Third Division.		
Colleges.	Muir	78	3	6	39	48	62
	Canning	62	...	7	32	39	63
	Queen's	45	...	3	23	26	58
	Agra	55	1	11	19	31	56
	Aligarh M. A.-O.... ...	29	...	1	8	9	31
	Bareilly	30	1	3	12	16	53
	Total ...	299	5	31	133	169	57

Allahabad University Intermediate Examination—(concluded).

Class of institution.	Name of institution.	Candidate	Passed in			Total.	Percentage.
			First Division.	Second Division.	Third Division.		
Collegiate schools	Fyzabad Zila	19	...	4	9	13	68
	St. John's	13	...	1	8	9	69
	London Mission	10	...	...	6	6	60
	Ramsay	5	..	...	2	2	40
	Christian, Lucknow ...	6	...	...	3	3	50
	Total ...	53	...	5	28	33	62
	GRAND TOTAL ...	352	5	36	161	202	57

The figures entered in the column of passes in the third Division include those students who were re-examined this year and passed in those subjects in which they last year failed.

The more successful institutions in the Intermediate Examination were the Muir and Canning Colleges and the Collegiate Schools of Fyzabad and St. John's. The Agra and Queen's Colleges may also be noticed. The greatest number of failures occurred in English. Of the 78 candidates from the Muir College only three failed in mathematics, a result much to the credit of the late Mathematical Lecturer, Bábu Ram Nath Chatterji.

Allahabad University Intermediate Examination.

Aggregate number of candidates.	Number of failures in						Percentage of failures in					
	English.	Mental and Moral Science.	Mathematics.	Second Language.	History.	Aggregate.	English.	Mental and Moral Science.	Mathematics.	Second Language.	History.	Aggregate.
352	105	19	41	43	31	85	30	5	12	12	9	24

Of the 352 candidates, 6 were absent from the examination.

Inter-College Rules.

15. The inter-college rules referred to in paragraph 22 of last year's report were introduced into aided colleges in July 1889. These rules appear to have worked satisfactorily.

Oriental Colleges.

16. Under the head of Oriental Colleges are included the Oriental Department of the Canning College and the State Sanskrit College at Benares.

The following statement refers to the former:—

Oriental Department of the Canning College.

Number of students on 31st March 1889, reading				Number of students on 31st March 1890, reading			
Arabic.	Persian.	Sanskrit.	Urdu or Hindi.	Arabic.	Persian.	Sanskrit.	Urdu or Hindi.
27	13	15	29	30	29	22	9

Twenty-five candidates were sent up to the Panjáb University Examinations and 14 passed, one in the Fazil Examination, one in the Shastri, six in the Middle Grade Examination, and six in the Lower Grade. Of the nine candidates that appeared for the Benares Sanskrit Examinations one passed the Madhyama Pariksha and one the Prathama.

Mulla Examination.

Five candidates appeared at the Mulla Examination of the Muir Central College. Two of them passed.

State Sanskrit College, Benares.

The number of students on the rolls at the close of the year under review was 430, or 43 less than the number at the close of the previous year. It appears that some students usually leave the college towards the close of the year in order to avoid the final examinations. The results of these examinations were as follows :—

Prathama	35	candidates passed out of ...	...	107
Madhyama	16	ditto ...	...	38
Madhyama graduated course	49	ditto ...	...	86
Acharya ditto	39	ditto ...	...	53

The number of foreign examinees rose this year from 53 to 84. The poor percentage of passes in the Prathama was again due to deficiency in composition.

17. The following statement refers to the law classes established in some of the colleges :—

Law Departments of Colleges.

College.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.			
			Bachelor of law.	High Court vakil.	Upper subordinate.	Total.
Muir	115	13	4	...	3	7
Canning	134	26	2	5	3	10
Queen's	41	2	2	...	...	2
Bareilly	34	1	...	...	...	...
Agra	51	10	2	...	2	4
Aligarh M. A. O.	21	...	...	...	...	...
Total ...	396	52	10	5	8	23

SECTION IV.—SCHOOL EDUCATION, GENERAL.

18. The following table compares the results of the Allahabad University Examinations of 1889 and 1890 :—

The Allahabad University Entrance Examination.

Class of school.	1889.						1890.					
	Number of candidates.	Passed in Division			Total.	Percentage of passes.	Number of candidates.	Passed in Division			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III		
State	463	74	157	100	331	71	437	47	128	94	269	62
Aided	476	35	108	121	264	55	569	30	110	113	253	44
Unaided ...	52	2	16	10	28	54	33	2	3	5	10	30
Total ...	991	111	281	231	623	63	1,039	79	241	212	532	51

The year under report compares unfavourably with the previous year, for the number of passes in each Division was less, though the total number of candidates was greater. The examination, however, was conducted with greater strictness this year than last, when it was inaugurated. The State schools again take the lead with 62 as

their aggregate percentage of passes. The names of the unaided schools are noted below :—

1. Kayesth Pathsala, Allahabad.
2. National Academy, Lucknow
3. Albert Institution, Lucknow.

The schools named in the following statement distinguished themselves in the examination of 1890, and amongst them it will be observed that those of Oudh take a prominent position :—

The Allahabad University Entrance Examination of 1890.

Circle.	School.	Number of candidates.	Passed in Division.			Total number of passes.	Percentage of passes.
			I.	II.	III.		
First	Aligarh Zila High School	18	4	8	1	13	72
First	Muttra ditto	9	...	4	3	7	78
Second	Sitapur ditto	6	1	3	1	5	83
Second	Hardoi ditto	10	1	5	3	9	90
Second	Fyzabad ditto	19	1	4	8	13	68
Second	Rae Bareli ditto	12	...	3	6	9	75
Second	Sultanpur ditto	12	2	4	2	8	67
Second	Lucknow Jubilee High School	17	1	8	3	12	71
Second	Bareilly Zila High School	33	3	15	7	25	76
Third	Jaunpur ditto	6	...	5	1	6	100
Third	Fatehpur ditto	15	2	5	5	12	80
Third	Bánda ditto	12	2	5	1	8	67
Third	Benares B. P. School	10	1	5	3	9	90
Third	Allahabad A. B. P. School	10	2	6	1	9	90
	Total	189	20	80	45	145	77

The Benares Collegiate School sent up 43 candidates of whom 11 passed in the first division, 10 in the 2nd, and 10 in the 3rd. The Principal eulogises the teachers of the Entrance Class. The result was very creditable.

The following statement gives the names of those institutions that failed badly in the examination :—

The Allahabad University Entrance Examination of 1890.

School.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
Dehra Training School	4	...	...	
Meerut Cantonment School	3	...	...	
Mainpuri Mission School	7	...	...	
Lyall Collegiate School, Balrámpur	5	*1	20	
London Mission School, Benares	27	*1	4	
Total	46	2	4	

* In third division.

The following table compares the results of the Allahabad Entrance Examinations of 1889 and 1890 for the three educational circles of the united Provinces :—

The Allahabad University Entrance Examination.

Circle.	Class of school.	1889. Number of candidates.	1889. Passed in Division I.	1889. Passed in Division II.	1889. Passed in Division III.	1889. Total.	1889. Percentage of passes.	1890. Number of candidates.	1890. Passed in Division. I.	1890. Passed in Division. II.	1890. Passed in Division. III.	1890. Total.	1890. Percentage of passes.
First.	State ...	116	18	33	24	75	65	90	12	32	10	54	60
	Aided ...	164	16	44	46	106	65	190	11	40	38	89	47
	Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	280	34	77	70	181	65	280	23	72	48	143	51
Second.	State ...	163	20	54	37	111	68	178	12	53	43	108	61
	Aided ...	145	6	30	29	65	45	150	9	29	26	64	43
	Unaided ...	24	...	3	3	6	25	15	...	3	1	4	27
	Total ...	332	26	87	69	182	55	343	21	85	70	176	51
Third.	State ...	184	36	70	39	145	79	169	23	43	41	107	63
	Aided ...	167	13	34	46	93	56	229	10	41	49	100	44
	Unaided ...	28	2	13	7	22	79	18	2	...	4	6	33
	Total ...	379	51	117	92	260	69	416	35	84	94	213	51
	GRAND TOTAL ...	991	111	281	231	623	63	1,039	79	241	212	532	51

This year the aggregate percentage of passes in the case of the State Schools was much the same for each of the three circles, and the same may be said as regards the Aided Schools, though the latter percentage was much lower than the former. From unaided schools in the First Circle no candidates appeared. The percentage of passes in the case of the Unaided Schools in the other two circles was very low. The number of passes in Division I was much higher in the case of the Third Circle than in either of the two others.

The following table compares the percentages of success in each of the four subjects of examination :—

The Allahabad University Entrance Examination.

Class of school.	1889. English.	1889. Mathematics.	1889. Second Language.	1889. History and Geography.	1890. English.	1890. Mathematics.	1890. Second Language.	1890. History and Geography.
State	85	86	95	85	72	87	91	86
Aided	71	75	90	76	58	74	80	70
Unaided	67	63	94	69	55	70	76	61

The percentage of success in English was much lower this year than last for each class of school. In the other subjects the State Schools did well.

19. The following table compares the results of the Anglo-Vernacular Middle Examinations of 1889 and 1890 :—

The Anglo-Vernacular Middle Examination.

Class of school.	1889.						1890.					
	Number of candidates.	Passed in Division			Total.	Percentage of passes.	Number of candidates.	Passed in Division			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	1,071	40	352	180	572	53	1,238	38	405	249	692	56
Aided ...	1,015	13	277	174	464	46	1,373	13	270	256	539	39
Unaided* ...	706	2	78	65	145	21	781	1	68	89	158	20
Total ...	2,792	55	707	419	1,181	42	3,392	52	743	594	1,389	41

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The number of candidates exceeded the number that appeared last year by 600. Between the years 1884 and 1887 the number rose from 1,026 to 2,825, and then remained comparatively stationary for two years, but in 1890 rose to 3,392. The percentage of passes was less in 1890 than in the previous year in the case of the Aided Schools, somewhat higher in the case of the State Schools, and about the same in that of the Unaided Schools. The aggregate percentage of passes for the three classes of school was nearly the same in both years, being 41 in 1890 against 42 in 1889. The names of the private schools in these Provinces are noted below :—

1. Victoria School, Khurja.
2. Wesleyan School, Fyzabad.
3. Ikauna State School, Fyzabad.
4. Forbes' School, Fyzabad.
5. National Academy, Lucknow.
6. Queen's School, ditto.
7. Albert Institution. ditto.
8. Ferar Qaisri, Nánpára.
9. Mission School, Pilibhít.
10. Kayesth Pathsala, Allahabad.
11. City Night School, ditto.
12. Training Academy, ditto.
13. Boys' School, Dáraganj, ditto.
14. Rifah-i-am School, Kara.

The schools named in the following statement distinguished themselves in the examination of 1890 :—

The Anglo-Vernacular Middle Examination of 1890.

Circle.	School.	Number of candidates.	Passed in Division			Total number of passes	Percentage of passes.
			I.	II.	III.		
First.	Saháranpur Zila High School... ...	26	...	14	7	21	81
	Meerut ditto	70	2	18	21	41	59
	Farukhabad ditto	32	2	13	9	24	75
	Muzaffarnagar Zila Middle School ...	20	...	14	2	16	80
	Mainpuri ditto	20	1	8	5	14	70
	Kálpi ditto	6	...	...	6	6	100
	Lalitpur ditto	5	...	5	...	5	100
	Orman Middle School, Roorkee ...	7	...	3	2	5	71
	Cantonment Middle School, Meerut ...	6	...	1	4	5	83
	Sikandrabad Middle School ...	8	1	5	...	6	75
	Victoria High School, Agra	37	1	14	8	23	62
	Orai Middle School	10	...	4	5	9	90
Second.	Sitapur Zila High School	15	3	6	...	9	60
	Fyzabad ditto	44	1	13	19	33	75
	Bareilly ditto	82	4	44	16	64	78
	Moradabad ditto	61	...	20	17	37	61
	Sháhjahánpur ditto	22	1	9	6	16	73
	Bijnor Zila Middle School ...	16	3	7	2	12	75
	Budaun ditto	21	3	8	8	19	90
	Do. Mission Middle School ...	5	1	4	...	5	100
	Lodhipur ditto	10	...	5	4	9	90
Third.	Fatehpur Zila High School	24	1	7	10	18	75
	Cawnpore ditto	64	3	22	17	42	66
	Hamírpur Zila Middle School ...	8	...	7	1	8	100
	Bengali-tola Preparatory School, Benares ...	17	...	4	10	14	82
	Church Mission School, Basti ...	16	...	8	4	12	75
	Total ...	652	27	263	183	473	73

The following statement gives the names of those institutions that failed badly in the examination :—

The Anglo-Vernacular Middle Examination of 1890.

School.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
* Dehra Training School	11	...	...	* Failed badly also in the Allahabad University Entrance Examination.
Church Mission High School, Bájá-ka-bazar Lucknow,	12	2	17	
A. M. Mission School, Nakhas...	14	2	14	
Khatri Pathsala, Lucknow	8	1	13	
Thompsonganj A M. School, Sitapur	5	1	20	
A. M. School, Khairabad	5	1	20	
Mission School, Sambhal	4	1	25	
Ditto, Pauri	11	...	...	
Colonelganj Anglo-Vernacular School, Allahabad ...	26	3	12	
City Anglo-Vernacular School, Allahabad	53	9	17	
City Mission School, Jaunpur	36	7	19	
Mission School, Chunár	9	2	22	
Haris Chandra's School, Benares	6	1	17	
Total ...	200	30	15	

The following table compares the results of the Anglo-Vernacular Middle Examinations of 1889 and 1890 for the three Educational Circles of the united Provinces :—

The Anglo-Vernacular Middle Examination.

Circle.	Class of school.	1889.						1890.						Remarks.
		Number of candidates.	Passed in Division			Total.	Percentage of passes.	Number of candidates.	Passed in Division			Total.	Percentage of passes.	
			I.	II.	III.				I.	II.	III.			
						Rs.						Rs.		
First.	State	323	20	107	46	173	54	355	8	126	69	203	57	
	Aided	335	6	108	56	170	51	446	5	111	93	209	47	
	Unaided* ...	175	1	28	15	44	25	220	...	23	27	50	23	
	Total ...	833	27	243	117	387	46	1,021	13	260	189	462	45	
Second.	State	383	7	114	63	184	48	460	16	164	106	286	62	
	Aided	266	3	59	34	96	36	338	2	60	65	127	38	
	Unaided* ...	234	...	25	17	42	18	246	...	16	30	46	19	
	Total ...	883	10	198	114	322	36	1,044	18	240	201	459	44	
Third.	State	365	13	131	71	215	59	423	14	115	74	203	48	
	Aided	414	4	110	84	198	48	589	6	99	98	203	34	
	Unaided* ...	297	1	25	33	59	20	315	1	29	32	62	20	
	Total ...	1,076	18	266	188	472	44	1,327	21	243	204	468	35	
	Grand Total ...	2,792	55	707	419	1,181	42	3,392	52	743	594	1,389	41	

* The figures entered opposite this class of school include private candidates and candidates from private schools.

This year the State Schools of the 2nd Circle take the lead in the percentage of passes and also in the number of passes in Division I. Last year the 3rd Circle excelled in the former respect and the 1st Circle in the latter. As regards the percentage of passes the Aided Schools of the 1st Circle take priority both years of the corresponding schools in the other Circles.

The following table compares the percentages of success in each of the five subjects of examination :—

The Anglo-Vernacular Middle Examination :—

Class of school.	1889.					1890.				
	English.	Mathematics.	Second Language.	History and Geography.	Science.	English.	Mathematics.	Second Language.	History and Geography.	Science.
State	67	72	74	86	89	85	60	76	87	95
Aided	60	62	70	77	85	74	44	61	67	85
Unaided*	37	32	50	55	65	54	27	47	55	77

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The most noticeable point in this table is the very increased percentage of passes this year in English for all the three classes of school. The Anglo-Vernacular Examination of 1890 was the first for which a definite course of English reading was prescribed, and this fact, as suggested by the Inspector of the 2nd Circle, may account for the year's success. On the other hand the percentage of passes in mathematics was much lower, more especially as regards the aided schools. In the case of the unaided schools this percentage was very low for both years.

The following table gives for the three last years the number of candidates that took up Urdu, Hindi, Persian, and Sanskrit respectively as their second language :—

The Anglo-Vernacular Middle Examination.

Year.	Number of candidates that took up as their second language.				Total number of candidates.
	Urdu.	Hindi.	Persian.	Sanskrit.	
1888	325	472	1,888	83	2,768
1889	329	445	1,870	148	2,792
1890	359	500	2,331	202	3,392

Each of the four second languages was taken up this year by a greater number of candidates, but the highest percentage of increase occurred in the case of Sanskrit, *viz.* 36.

20. The following statement gives the results of the Allahabad University Entrance and the Anglo-Vernacular Middle Examinations of 1890 for the three Aided Collegiate Schools :—

Aided Collegiate Schools.

School.	Number on the roll on the 31st March 1890.		Result of the Allahabad University Entrance Examination of 1890.			Result of the Anglo-Vernacular Middle Examination of 1890.		
	In high section.	In middle section.	Number of candidates.	Number of passes.	Percentage of passes.	Number of candidates.	Number of passes.	Percentage of passes.
Canning	87	...	59	29	49	...	...	...
Agra	112	175	59	37	63	74	36	49
Muhammadan Anglo-Oriental,	55	48	33	17	52	6	1	17
Total ...	254	223	151	83	55	80	37	46

State Anglo-Vernacular Schools.

21. The number of the State Anglo-Vernacular Schools was one less than for the previous year, and comprised the Benares Collegiate School, the Pilibhít Municipal School, and 36 zila schools, 38 schools in all Of these 38 schools 30 were high schools and 8 middle schools. The Saháranpur Zila School was raised to the high status during the year under report, and the Jhánsi Zila School was closed. The following table compares the aggregate monthly number of scholars on the rolls in each section of these high and middle schools during the past three years :—

State Anglo-Vernacular Schools.

Year.	High Schools.					Middle Schools.			
	High section.	Middle section.	Upper primary section.	Lower primary section.	Total	Middle section.	Upper primary section.	Lower primary section.	Total.
1888 ...	750	1,593	1,743	1,404	5,580	314	376	528	1,218
1889 ...	915	1,944	1,861	1,515	6,235	253	267	344	864
1890 ...	905	1,984	1,784	1,320	5,993	218	220	305	738

High Schools.—The number of scholars in the high section remained much the same as for the previous year, but in the middle section there was an increase of 40 scholars. The numbers in the upper and lower primary sections decreased by 77 and 195 respectively. The decrease in the case of the upper primary section may perhaps be partly accounted for by the fact that from the 1st July 1889 the tuition fee for this section was raised by four annas, yet in many schools the numbers increased in this section, more especially in the Oudh schools.

Middle Schools.—In the case of the middle schools the number of scholars declined in each section. The raising of the Saháranpur School to the high status partly accounts for the decrease in the middle and upper primary sections, and the opening of the Branch School at Etah for the decrease in the lower primary section.

22. The following statement compares the fee-income of the State Anglo-Vernacular Schools for the years 1888-89-and 1889-90 :—

State Anglo-Vernacular Schools.

Circle.	1888-89.			1889-90.		
	Number of schools.	Average number of scholars on the rolls.	Fee-income	Number of schools.	Average number of scholars on the rolls.	Fee-income.
First	13	2,019	21,914	12	1,911	22,612
Second	17	3,203	31,256	17	3,244	34,852
Third	9	2,642	29,937	9	2,478	29,443
Total ...	39	7,864	83,107	38	7,633	86,907

The fee-income rose in the 1st and 2nd Circles. The decrease in the 3rd Circle was confined to the Allahabad and Cawnpore Zila Schools in which the average number on the rolls fell off considerably. This decline in numbers at Allahabad was owing to the enforcement of stricter discipline and the higher fee levied in the upper primary section. The decline at Cawnpore arose from sanitary requirements.

23. Examination of the 2nd and 4th classes of the State and Aided Anglo-Vernacular Schools.

The 2nd and 4th Classes of the State and Aided Anglo-Vernacular Schools in Oudh have for some years past undergone a written examination by a Board of Examiners, and this year the practice was introduced into the 1st and 3rd Circles. In the case of the 1st Circle the examination had to be suddenly stopped as it was discovered that some of the examinees had surreptitiously obtained copies of the question-papers beforehand. In the 3rd Circle 123 scholars of the 2nd Class were examined and 98 received promotion, the corresponding numbers for the 4th Class

being 306 and 189 respectively. The schools of Rohilkhand had the same papers as those of Oudh. The Jubilee High School, Lucknow, and the Collegiate School, Bareilly, came out very well in the 2nd Class Examination.

24. The following table compares the results for the two past years of the Inspectors' Examinations of the 5th and 7th Classes of the Zila Schools, commonly called the Upper and Lower Primary Examinations :—

Upper and Lower Primary Examinations.

Circle.	1888-89.				1889-90.			
	Upper primary examination.		Lower primary examination.		Upper primary examination.		Lower primary examination.	
	Number of examinees.	Percentage of passes.	Number of examinees.	Percentage of passes.	Number of examinees.	Percentage of passes.	Number of examinees.	Percentage of passes.
First	206	57	288	56	175	69	236	62
Second	368	69	534	61	386	60	496	64
Third	233	61	359	64	230	75	325	73
Total ...	807	64	1,181	61	791	66	1,057	66

The total percentages were somewhat higher for the year under review in both examinations.

25. The subjoined statement shows the expenditure on Anglo-Vernacular Secondary Schools during the year under report.

Anglo-Vernacular High and Middle Schools, 1889-90.

Class of school.	Number of schools.	Number of scholars on 31st March 1890.	Expenditure during the year 1889-90.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources.	Total.	Public funds.	Fees.	Other sources.	Public funds.	Total expenditure.
			Rs.	Rs.	Rs.	Rs.				Rs.	Rs.
State ...	38	7,701	1,66,361	86,907	4,888	2,58,156	64	34	2	21·6	33·5
Aided ...	76	13,217	1,35,717	82,632	91,340	3,09,689	44	27	29	10·3	23·4

26. The following table compares for the past three years the expenditure from different sources on the State Anglo-Vernacular Schools :—

Expenditure for the past three years on the State Anglo-Vernacular Schools.

Year.	Average monthly number on the rolls during the year.	Expenditure from			Total.	Incidence per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	Rs.
1888	7,636	1,65,798	80,064	5,984	2,51,846	33·0
1889	7,864	1,64,707	83,107	7,686	2,55,500	32·5
1890	7,633	1,66,361	86,907	4,888	2,58,156	33·7

The increase in the expenditure may be explained as follows :—

(1) The Saháranpur Zila School was raised to the high status on 1st July 1889.

(2) During part of the previous year the Bulandshahr, Fatehpur, and Pilibhít Schools were not high schools.

(3) In his annual returns for the year under report the headmaster of the Bareilly Zila School wrongly debited the whole of his salary to the School Department instead of debiting a portion of it as usual to the College Department. This error was discovered too late for correction.

27. The following table compares the average monthly number of scholars residing during the years 1888-89 and 1889-90 respectively in the boarding-houses attached to the Zila Schools :—

Boarding-houses attached to Zila Schools.

Circle.	Average monthly number of boarders during 1888-89.				Average monthly number of boarders during 1889-90.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Rs.
First	92	313	405	1,657	52	340	392	1,715
Second	78	297	375	1,725	67	315	382	1,931
Third	41	189	230	900	32	177	209	822
Total ...	211	799	1,010	4,282	151	832	983	4,468

During the year under review the average monthly number of scholarship-holders fell from 211 to 151, and the average monthly number of self-supporters rose from 799 to 832. The total number of boarders declined from 1,010 to 983. In the case of the third circle there was a decrease in the number of self-supporters. The regulations for the management of these boarding-houses approved under G. O. No. $\frac{770E}{111-282}$, dated 15th March 1890, were issued to all the Chairmen of the District Boards with this office circular No. 24, dated 3rd April 1890. The detailed rules referred to in articles 14 and 15 of these regulations are still under consideration. These rules from the nature of the case cannot well be the same for all the boarding-houses alike, but a circular has lately been issued from this office to the Chairmen of the District Boards with a view to compassing this desideratum as far as may be found possible. The following is a summary description of the different boarding-houses.

(1) *Saháranpur.*—A brick building belonging to Government. It consists of 12 dormitories ranged in a line with a reading room in the centre. Each of these dormitories is occupied by three boarders, and they are confessedly crowded, but it is a case of one boarder or three boarders to a dormitory, for two are not allowed unless they are brothers. Each dormitory has a ventilator in the roof, but another is needed in the hind wall. Early in the year the number of boarders rose to 46, in consequence of which the reading-room was also used as a dormitory, but it was afterwards found necessary to use it as a class-room, whereupon the boarders occupying it hired a house for themselves in the town and are still living there. I do not think any boarders should be allowed to live away from the boarding-house proper where the Superintendent resides. There is no great inconvenience perhaps in using the reading-room of a boarding-house as a class-room, but at night it should always be at the disposal of the boarders for private study. All the 36 boarders were self-supporters.

(2) *Muzaffarnagar.*—A good rented building in the town. Rent defrayed by the boarders who number 41, of whom 40 were self-supporters.

(3) *Meerut.*—A Government brick building forming three sides of a rectangle. Consists of 34 dormitories each occupied by one boarder except in the case of brothers. At the end of one of the wings is a reading-room. The two wings have lately been joined by a wall to the house of the Superintendent, which stands in the middle of the fourth side of the rectangle. In this wall are two gates. The accommodation is not equal to the demand, a remark that may be made of so many boarding-houses that I shall not repeat it. Of the 32 boarders, 29 were self-supporters.

(4) *Bulandshahr.*—A Government brick building accommodating 40 boarders. Fourteen others lived in a rented building. Of these 54 boarders 45 were self-supporters. The Játs of the district purpose erecting another boarding-house I hear for the special accommodation of Ját boys.

(5) *Aligarh.*—A fine Government brick building capable of accommodating about 100 boarders. It is in the form of a quadrangle. The fourth side of this quadrangle should be closed by a wall with gates as in the case of Meerut. A reading-room, a Superintendent's house, and a bathing platform are required. A house for the Superintendent and a reading-room are now under the consideration of the District Board. A metalled causeway leading from the boarding-house to the school is also required, as the ground between them is low and covered with water during the rains. The average number of boarders was 65, of whom 58 were self-supporters.

(6) *Muttra.*—A Government brick building. Out-offices and a house for the Superintendent are much needed. The Superintendent lives at present in a hired building at some distance from the boarding-house, and cannot therefore exercise the necessary amount of supervision. The number of boarders was 26, of whom 18 were self-supporters. Some of the out-offices are defective.

(7) *Etah.*—Of the 22 boarders 19 lived in a house situated within the school compound and belonging to the Rájá of Bilrám.* Three others resided in a small bungalow situated at some little distance from the school, and occupied also partly by the branch school and partly by the Superintendent. There is a piece of nuzúl land adjoining the school compound on which a house for the Superintendent could be built. The out-houses of this boarding-house are not satisfactory. Of the 22 boarders 18 were self-supporters.

* Rájá Shankar Singh Bahadur.

(8) *Mainpuri.*—Government brick building. A house for the Superintendent is needed. A wall on one side of the very small compound to complete the enclosure is also needed. The building is located in the heart of the town. Of the 19 boarders 16 were self-supporters.

(9) *Farukhabad.*—Government building consisting of two lines of dormitories on each side of the school. The average number of boarders was 41, of whom 32 were self-supporters. The building is quite within the town. The compound is too small for cricket.

(10) *Etáwah.*—Government building in the form of a quadrangle with a small building in the centre used as a reading-room. The Superintendent's house is in the front of the quadrangle on one side of the entrance gate. The building is within the town at some little distance from the school. Some of the out-offices are unsatisfactory. Of the 33 boarders 30 were self-supporters.

(11) *Lalitpur.*—The smallest boarding-house in the First Circle. Only 9 boarders, all self-supporters. No fee on account of rent is taken from any of them.

(12) *Kálpi.*—The zila school here was closed at the end of the year. The boarding-house was a mud building situated within the school compound. The number of boarders was 14, of whom 5 were self-supporters.

(13) *Bara Banki.*—A nuzúl building, unsuitable, and nearly two miles distant from the school. There is hope of a more suitable building being erected near the school and the cricket ground. Of the 15 boarders 12 were self-supporters.

(14) *Unao.*—A former dispensary, fairly suitable. The average number of boarders was 10, all self-supporters.

(15) *Sitapur.*—Rather better than the majority in Oudh, but far inferior to those in Rohilkhand. There is no reading-room. Of the 14 boarders 10 were self-supporters.

(16) *Hardoi.*—Formerly an old distillery. It is now somewhat suitable and is quite full. Its distance from the school is not inconveniently great. Of the 18 boarders 14 were self-supporters. There is no reading-room.

(17) *Lakhimpur.*—A good building though small, and near the school and the cricket ground. It has been recently erected. Of the 7 boarders 5 were self-supporters.

(18) *Fyzabad.*—The boarders reside in a portion of a former opium godown. The Inspector of Schools reports that if the whole of this godown could be

made over to the Educational Department the accommodation would be sufficient. The plan of the building is suitable on the whole and the site excellent. Of the 29 boarders 27 were self-supporters.

(19) *Gonda.*—A good building of its kind, but there is no reading-room. Of the 13 boarders 11 were self-supporters.

(20) *Bahraich.*—A small building was erected a few years ago capable of accommodating some 8 or 10 boarders. Of the 4 boarders 3 were self-supporters.

(21) *Rae Bareli.*—A very good building, the cost of which was chiefly defrayed from an endowment by the Simri estate in the Rae Bareli District. The reading-room is too small and it is neither sufficiently lighted nor sufficiently ventilated. Of the 29 boarders 17 were self-supporters.

(22) *Sultanpur.*—A neatly constructed building, very recently erected. The old boarding-house was abandoned. Of the 8 boarders 7 were self-supporters.

(23) *Partabgarh.*—The building was erected some six years ago. It has been recently enlarged, the cost of the enlargement being defrayed from private subscriptions. Of the 29 boarders 28 were self-supporters.

(24)—(29). Of the Rohilkhand boarding-houses the Inspector of Schools writes thus:—"In the four districts of Bijnor, Moradabad, Budaun, and Bareilly, and especially in the last, the boarding-houses are handsome and substantial buildings..... At Pilibhít there is scarcely any boarding-house at present, since the school itself has only lately become a zila school. At Sháhjahánpur the accommodation is good, but not equal to that at Moradabad, Budaun, or Bareilly. When I visited Budaun, a large addition was being made to the existing boarding-house." The proportion of self-supporters to the number of boarders in each of these buildings was as below:—

Bijnor	... 26	out of 27		Bareilly	... 70	out of	76
Moradabad	... 44	„	46	Sháhjahánpur	... 7	„	18
Budaun	... 24	„	33	Pilibhít	... 0	„	6

(30) *Allahabad.*—Consists of two lines of brick barracks with tiled roofs and a very narrow verandah on one side only. The heat during the months of May and June is intense, while during the rains the close atmosphere of the dormitories is almost unbearable. Of the 12 boarders 10 were self-supporters.

(31) *Fatehpur.*—The present building has long been condemned, consisting as it does of a double row of mud cells insufficiently lighted and with no ventilation. A new boarding-house, however, capable of accommodating 40 boarders has been sanctioned, and the materials were being collected. The site adjoins the school. Of the 23 boarders 21 were self-supporters.

(32) *Cawnpore.*—The most popular and successful of all the boarding-houses in the Third Educational Circle. Its management has now been taken over by the District Board. Formerly it was under the control of the Educational Department. The additions to the present quarters, for which sanction was long since obtained, had not been commenced at the time of the Inspector's visit. The Inspector has been addressed on the subject. Of the 36 boarders 34 were self-supporters.

(33) *Hamírpur.*—This zila school had up to the time of the last inspection been without any regular boarding-house, but a site had then been cleared and the new building begun. It will probably suffice for 30 boarders. A portion of it was to be allotted for Muhammadan boys. The plan included quarters for a Superintendent. Of the three boarders all were self-supporters.

(34) *Bánda.*—The boarders reside in a building called the Kankar Kothi. The average number of boarders was 12, all of them self-supporters. This boarding-house has not turned out as successful as was expected.

(35) *Jaunpur.*—Contains eight small rooms each intended to accommodate 3 boarders. Some annoyance is caused by the close proximity of an objectionable shop. An attempt is now being made by the district authorities to run a wall between this shop and the boarding-house. Arrangements were being made for the erection of another line of dormitories for the accommodation

of an equal number of Muhammadans. It was expected, though, that this otherwise desirable addition would greatly take from the very limited play-ground. Of the 18 boarders 10 were self-supporters.

(36) *Mirzapur.*—A native building, good of its kind, but in the heart of the city. The Superintendent's quarters are separated from this building by a wall of division. A door of communication should be constructed in the latter. Of the 20 boarders 15 were self-supporters.

(37) *Ballia.*—Consists of two ranges of chaukis that can accommodate some 30 boarders. Last October a Superintendent and some additional servants were engaged, and it is expected during the current year the number of inmates will greatly increase. Of the 19 boarders 17 were self-supporters.

(38) *Queen's Collegiate School, Benares.*—The Superintendent is the Headmaster, but a resident Assistant Superintendent was appointed on 1st April 1889, and towards the end of that year three prefects were appointed The Superintendent thinks the system will work well. The number of boarders on 31st March 1890 belonging to the school was 68. The year was noteworthy for the progress made by the boarders in outdoor games and athletics. A Corporal from the British regiment stationed at Benares was engaged for three months during the cold weather to instruct them in the latter.

The above information regarding the zila school boarding-houses has been gathered from the annual reports of the Circle Inspectors, but in the case of the First Circle I have also written from my own personal knowledge. There is no doubt that the zila school boarding-house is a most popular institution, and I have no hesitation in saying that, as far as I have seen, the management and supervision have been good. The only two boarding-houses that do not appear to have progressed are those of Allahabad and Bánda. The Inspector explained the reasons of the ill success of the former in his annual report for the previous year (*vide* page 30 of the Director's annual report for 1888-89) and those reasons still exist. Of Bánda, however, he last year wrote in encouraging terms, but his expectations have not been realised. From 1st April 1889 no halkabandi boys were allowed to hold scholarships at the zila school, and this was one cause of the decline in the number of boarders. Since the close of the year under report the number has fallen to 6, which the Inspector attributes to the introduction of boarding-house rents.

From the foregoing remarks it will be seen that in two boarding-houses only, those of Pilibhít and Shahjahánpur, did the number of stipendiaries exceed the number of self-supporters, the proportion in the majority of the remainder being greatly the other way. The aggregate average monthly number on the boarding-house rolls was 983 or 27 less than the number of the previous year, but I do not consider those in the First Circle are generally overcrowded. The exceptions are possibly the Government boarding-house of Saháranpur and the hired boarding-house at Bulandshahr. I may add indeed that the class-rooms of some of the school buildings have appeared to me to be more crowded than the dormitories of the boarding-houses. In the case of dormitories it has been laid down in the regulations for boarding-houses attached to zila schools that not less than 38 square feet should be allotted to each inmate.

Branches to zila schools.

28. For many years past in the Province of Oudh branch schools have been attached to the zila schools. At first these branches were purely vernacular schools, but by degrees their character was changed, and now they are all primary anglo-vernacular schools imparting instruction up to the seventh class standard of the zila schools. By means of these branches the zila schools are preserved from overcrowding, a point of great importance in all schools, more especially in high schools, and all the zila schools in Oudh, it should be observed, are of this status. These branches have also acted as excellent feeders to the Oudh zila schools, and hence some two years ago the system was introduced into the First Educational Circle. The number of branches in this circle during the year under report was five, one more having been opened at Etah. The Municipality of Muttra also started a branch school, and efforts are now being made to start some at Budaun and Sháhjahánpur. Like the majority of the Oudh branch schools these branches are maintained from three sources: (1) a Government grant, (2) a municipal grant, and (3) the fee income. Like the Oudh branches, too, these also confine themselves to the lower primary stage, but they do not teach, like the Oudh branches, up to the 7th class standard inclusive. As in Oudh, moreover, they are all located in rented buildings. The Inspector of the Second Circle has long been trying to get the four branches of the Fyzabad School supplied with suitable buildings, but funds have not been forthcoming. In the case of the branch schools of the First Circle some of the teachers draw a portion of their salaries from the fee income. The following statement shows the income and expenditure of these branches from the fees and fines for the year 1889-90 :—

Income and expenditure for the year 1889-90 *from the fees and fines of the Branch Schools attached to some of the zila schools in the First Circle.*

Branch school.	Number of scholars on the roll on 31st March 1890.	Number promoted during the year from the 8th class of the branch to the 7th class of the zila school.	Amount of fees and fines realised during the year.	Expenditure from fees and fines during the year.	Balance in hand of fees and fines on 31st March 1890.
			Rs.	Rs.	Rs.
Saharanpur ... ... I ...	69	20	227	135	92
Saharanpur ... ... II ...	49	17	168	89	79
Muzaffarnagar	92	33	470	300	170
Meerut	88	41	279	267	12
Etah	39	7	47	18	29

The balance at the end of each year does not lapse.

Physical Education.

29. The two following extracts are from the annual reports of the Second and Third Circle Inspectors.

(1) "The subject of athletic sports is closely connected with that of boarding-houses, as it is chiefly through the medium of boarding-houses that such sports can be introduced and popularized in schools, where they have not been previously known. In all boarding-houses it has been made a rule that no student can have the privilege of becoming an inmate unless he contributes to the recreation fund and takes part in the games. In Oudh the introduction of cricket and other athletic sports is a novelty, but one which is gaining new adherents every session. The first difficulty has been to procure cricket fields, and this difficulty has not yet been surmounted in Sitapur, Sultanpur, and Rae Bareli, and only very partially and imperfectly in Unao, Lakhimpur, Bahraich and Partabgarh. This partly arises from the fact, that when the sites for zila schools in Oudh were selected, some 20 years ago or more, no thought was taken either for boarding-houses or for cricket fields. The zila schools best supplied at present in Oudh are Hardoi, Gonda, Bara Banki and Fyzabad. The second difficulty has been to find some one in each school, who knew anything about cricket and could teach others.

In Rohilkhand cricket and athletic sports were more attended to in former times, and the Bareilly cricket club has acquired a reputation, to which it would be unnecessary to make any further allusion.

In one of the aided schools in Oudh, (the Lyall Collegiate School in Balrampur, Gonda District), special provision for cricket has been made through the good offices of the Agent, Major Anson. A man from Bareilly was appointed third master to the Balrámpur School and for teaching cricket he receives a special allowance of Rs. 40 a month from the Balrámpur estate."

(2) "In the last annual report of this office, it was observed that the introduction of physical sports and exercises, into the course of education in our Secondary Anglo-Vernacular schools, had been received with interest and success. Each addition to the curricula has proved not a mere passing novelty, but become an established and progressive feature in the general instruction. The example of the larger schools, in which the movement first principally began, has been followed, not merely by the smaller Government schools in more out of the way places, but has been taken up with enthusiasm by the aided schools also throughout the Circle, nor has this adoption or imitation been confined to more popular games as cricket and foot-ball. Paid teachers of athletic exercises have superintended at the parallel and horizontal bars as well as for training on the swing and trapeze; while drill instructors have improved the gait of the pupils and taught them more orderly methods of assembly and dismissal. It would seem also that the partial disapproval, which in the cases of some schools, was shewn by parents or guardians to this new branch of education, is already giving way, and crowds of visitors and friends assemble to witness the sport and exercises, not merely in the larger towns as Cawnpore, but also in smaller and more backward

places, to wit Ballia and Bánda. The difficulty arising from the necessarily cramped and insufficient space afforded as a playground to schools situated in the midst of populous cities is being overcome. In most cases the local authorities have made over to schools for the purpose, plots of ground at a not inconsiderable distance from the school and on the city confines."

The annual inspection of each zila school in the First Circle closed with outdoor games and sports at all of which the Inspector was present. The numbers really taking an interest in them had increased since the previous year, and greater dexterity was manifested. Cricket still appeared to be the favourite game.

The Inspector witnessed a few cricket matches and was much struck with the quiet and business-like manner in which the different teams went to work. Wrestling takes greatly with the boys. Considerable progress had been made on the horizontal and parallel bars. Games and athletics had also recieved much attention in many of the aided schools.

School Furniture.

30. A portion of the annual contingent allotment to each zila school is usually expended in repairing the existing furniture and in purchasing new, but the sum thus expended is small. No outlay on furniture was met from the fee-increments of the schools as the aggregate increment fell short of other expenditure debitable to this increment that had already been sanctioned by Government. It is needless almost to remark that large sums could advantageously be spent on furniture alone. Some schools are in greater need of it than others, and amongst the former may be mentioned more especially the one at Fatehpur.

Aided Anglo-Vernacular Schools.

31. The number of aided Anglo-Vernacular Schools was 76, or six more than for the previous year. Of these 76 schools 35 were high and 41 middle schools. The number under missionary management was 39 of which 22 were of the high status. The following statement compares the aggregate number of scholars on the rolls in each section of these aided schools at the close of the years 1888, 1889, and 1890 respectively :—

Aided Anglo-Vernacular Schools.

Year.	Number of scholars on the rolls on 31st March.				
	High section.	Middle section.	Upper primary section.	Lower primary section.	Total.
1888	848	2,519	2,689	7,099	13,155
1889	923	2,606	2,637	6,391	12,557
1890	1,000	2,816	2,668	6,733	13,217

The increase of six schools is thus explained. Nagina and Chandausi were raised to the middle status, whilst the Hindu High School of Almora and the Subscription Schools of Sikandrabad and Kásganj, with the Jubilee School of Mirzapur, were this year brought under the code. The increase in the number of schools may be assumed as part cause of the increase in the number of scholars.

32. The following table compares the results of the Vernacular Middle Examinations of 1889 and 1890 :—

The Vernacular Middle Examination.

Class of school.	1889.						1890.					
	Number of candidates.	Passed in Division.			Total.	Percentage of passes.	Number of candidates.	Passed in Division.			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	2,634	610	910	242	1,762	67	2,256	183	721	355	1,259	56
Aided ...	240	19	70	16	105	44	199	2	42	21	65	33
Unaided ...	1,566	72	227	98	397	25	2,090	29	161	186	376	18
Total ...	4,440	701	1,207	356	2,264	51	4,545	214	924	562	1,700	37

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The remark of the Director in paragraph 30 of his last annual report that the larger proportion of success in 1889 was due to the lenience of some of the examiners rather than to any improvement in the quality of the candidates seems borne out by the results of the examination of the year under report. The percentage of passes in 1890 was far lower for each class of school, and the total number of passes fell from 2,264 to 1,700, although the number of candidates was greater. The number of candidates from the State and Aided Schools however was less than for last year. The circumstance to be most regretted is the decrease in the percentage of scholars from the State Schools that passed in Division I; being 8 only for the year 1890 against 23 for 1889.

The names of the private schools in these provinces are given below :—

1. Municipal School, Etáwah.
2. Kayasth School, Etawah.
3. Jaunpur Municipal School.
4. Jaini Pathsala, Muzaffarnagar.
5. Wesleyan Mission, Akbarpur, Fyzabad.
6. Nanpara Ferrar Qaisari School, Bahraich.
7. Boundi School, Bahraich.

The following table compares the results of the Middle Vernacular Examinations of 1889 and 1890 for the State Middle Schools of the several divisions :—

The Vernacular Middle Examination.

Division.	1889.						1890.					
	Number of candidates.	Passed in Division.			Total	Percentage of passes.	Number of candidates	Passed in Division.			Total.	Percentage of passes
		I.	II.	III.				I.	II.	III		
Meerut ...	462	73	152	57	282	61	408	17	90	68	175	43
Agra ...	379	75	129	51	255	67	277	24	94	45	163	59
Jhánsi ...	50	18	21	...	39	78	34	8	7	2	17	50
Oudh ...	423	163	135	20	318	75	425	61	177	65	303	71
Rohilkhand ...	421	50	133	53	245	58	313	12	68	57	137	44
Kumaun ...	35	9	14	1	24	69	34	.	4	4	8	24
Allahabad ...	432	93	160	36	289	67	454	24	153	72	249	55
Benares ...	432	120	166	24	310	72	311	37	128	42	207	67
Total ...	2,634	610	910	242	1,762	67	2,256	183	721	355	1,259	56

This table includes Middle Halkabandi Schools. It has been prepared from the returns furnished by the President of the Board of Examiners. It will be seen that the decline in the percentage of passes was considerable in the cases of Meerut, Jhánsi, Rohilkhand, Kumaun, and Allahabad, more especially in the case of Kumaun. In Oudh and Benares the decline was comparatively slight, and had it not been for the great decrease in the number of their scholars that passed in Division I it might have been concluded that there was no great difference in the matter of strictness between the examinations of the two years.

The following table compares the percentages of success in each of the four subjects of examination :—

The Vernacular Middle Examination.

Class of school.	1889.				1890.			
	Language.	Mathematics.	History and Geography	Science.	Language	Mathematics.	History and Geography.	Science.
State	87	79	85	93	82	68	85	87
Aided	70	53	70	80	64	54	62	68
Unaided *	63	35	51	61	58	31	46	50

* The figures entered opposite this class of school include private candidates and candidates from private schools.

It will be noticed that the percentage of success in the case of the Unaided Schools was very low in mathematics.—

The following table gives for the last three years the number of candidates that took up Urdu or Persian and Hindi respectively :—

The Vernacular Middle Examination.

Year.	Number of candidates that took up—		Total number of candidates.
	Urdu or Persian.	Hindi.	
1888	3,179	1,127	4,306
1889	3,435	1,005	4,440
1890	3,625	920	4,545

The number of Examinees that took up either Urdu or Persian has risen each year since 1888, while the number of those that took up Hindi has each year fallen.

33. On the results of the vernacular middle class examination as regards the schools in Oudh the Inspector of the 2nd Circle writes as follows :—

"As regards individual *districts* the place of honor must be given to Sultanpur, which passes the very unusual number of 91 per cent, to Bahraich which passes 87, to Lucknow which passes 86, and to Rae Bareli which passes 84. After this come the districts in which the percentages range from 70 to something below 80, *viz.* Bara Banki 75, Partabgarh 74, Hardoi 73, and Kheri 70. I could hardly have credited that such percentages were fairly won in so many districts, had not similar ones been gained in the previous examination. It is worth mentioning too, that none of the examiners were Deputy Inspectors or Assistant Inspectors from Oudh; and that hence the results are above suspicion.

"As regards individual *schools* the place of honor must be given to Inhauna in the Rae Bareli District, Ghulamalipura in Bahraich, Paraspur in the Gonda district, Malihabad, Amethi and Naubasta in the Lucknow district, Fatehpur and Daryabad in the Bara Banki district, Bangarmau and Maurawana in the Unao district, Pihâni in the Hardoi district, and the Kheri school in the Kheri district. In every one of these schools, (12 schools in all), the proportion of pass men to the candidates presented was cent per cent, and not a single boy of the first class in every one of these schools was refused permission to appear. Amongst the 12 schools here named the highest place must be given to Inhauna. This school sent up so many as 12 candidates and not only passed them all, but saw 6 placed in the first division, and 6 in the second—not 1 in the third. Moreover 5 of the Inhauna candidates are among the first 16 in the United Provinces. Such unusual success does credit to the Headmaster Hub Lal.

"Another fact to be noticed in connectoin with the last year's result is that out of the first 40 candidates in the United Provinces, who are entitled to scholarships, no less than 16 are from the Oudh schools, and that the first, second and fourth places on the list of pass men have been taken by Oudh candidates. The boy who heads the list in the United Provinces was from the Shahabad School in the Hardoi District."

The percentage of passes was highest in the Oudh Division, but it must be remembered that the teaching establishments of its Vernacular Middle Schools are numerically much stronger than those in any other.

34. The following two extracts are taken from the report of the President of the Board of Examiners.

(1) "A total number of 4,558 candidates enrolled their names as against 4,449 in 1889 and 4,311 in 1888. Out of this huge mass 1,701 passed in 1890, being a a ratio of 37 per cent. as against a ratio of 51 per cent. in 1889. It may be convenient to show in a table the results of the last four years distinguishing the three classes A, B and C.

	Per cent. 1887.	Per cent. 1888.	Per cent. 1889.	Per cent. 1890.	Averages of the four years.
Government schools, class A	52	53	67	56	57
Aided schools, class B	32	28	44	33	34
Private candidates, class C	16	19	25	18	19
Percentages of Grand Totals ...	36	41	51	37	41

"The average figures in the last column show that on the whole there has been a remarkable steadiness in the results during the last *four* years giving a well defined and clear "figure of merit" for each class. The figures rose slightly all throughout in 1889, owing probably to leniency in some of the examiners, who have not been re-appointed this year. The figures have now reverted to their normal state."

(2) "A number of candidates, as usual, at different centres were expelled for copying or attempting to copy, and others were discovered in various malpractices by the examiners who marked the answer papers. The worst case of all, and the worst that has ever fallen within my five years' experience as President, Board of Examiners, is that of Gorakhpur, where 15 candidates were reported by the Examiner in Arithmetic for copying or receiving some assistance in answering the question paper."

State Vernacular Middle schools for Boys.

35. The schools included under the above heading are the majority of those called in the North-Western Provinces tahsíli and pargana schools, and also those halkabandi schools that had middle sections. The terms tahsíli and pargana are not used in Oudh, neither have any middle halkabandi schools ever been allowed there. The few tahsíli and pargana schools in the North-Western Provinces that did not contain a middle section have been excluded from the tabular statements of the three following paragraphs. These statements therefore relate to middle schools and to middle schools only. In Oudh I find all the schools that are permitted to send up candidates to the vernacular middle class examination and that consequently have a middle section are called middle schools. The nomenclature is much simpler and I have on one or two previous occasions as Inspector of the First Circle recommended it for these provinces.

36. The following table shows the decrease in the number of scholars in the state vernacular middle schools, section by section, between the 31st March 1886 and the 31st March 1890.

State Vernacular Middle Schools for Boys.

Division.	1886.					1890.				
	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.
Meerut	61	730	996	3,225	4,951	54	941	1 024	2,048	4,013
Agra	76	1,189	1,361	3,384	5,934	44	644	720	2,027	3,391
Jhánsi	17	84	221	757	1,062	15	94	188	791	1,073
Oudh	55	1,307	1,691	3,743	6,741	55	1,357	1,208	2,748	5,313
Rohilkhand	67	1,129	1,236	3,466	5,831	44	873	1,076	2,347	4,296
Kumaun	13	54	153	701	908	5	89	63	212	364
Allahabad	63	802	963	2,511	4,276	61	1,098	914	2,487	4,499
Benares	76	1,171	1,529	3,954	6,654	61	1,147	932	2,489	4,568
Total ...	428	6,466	8,150	21,741	36,357	339	6,243	6,125	15 149	27,517

The number of middle schools in Oudh at the close of the years 1885-86 and 1889-90 was precisely the same, namely 55, and consequently the decrease in its number of scholars was not owing to any decrease in the number of its schools. The number of its scholars however fell from 6,741 to 5,313, and from the report of the Circle Inspector it appears that this decline began in the year 1888-89 and was due solely to the introduction of the enhanced scale of fees. In his Circular No. 24, dated 25th July 1888, the Director of Public Instruction proposed to the District Boards the following two scales of tuition fees for the vernacular middle schools proper of the North-Western Provinces and Oudh:—

	Classes I and II. Annas.	Classes III and IV, Annas.	Classes V to VII. Annas.
Schools at headquarters	6	4	3
Ditto elsewhere	4	3	2

Both scales were much higher than those formerly levied. The scale adopted in all the schools of Oudh was the lower scale, and the total number of scholars declined in consequence by 1,428. But, on the other hand, it should be noticed that the number in the middle section rose from 1,307 to 1,357. Again, although the total number of scholars in the case of Meerut fell from 4,951 to 4,013, yet the numbers in the middle and upper primary sections of its schools rose from 730 and 996 to 941 and 1,024 respectively, although the number of its schools was 7 less than in the year 1885-86, and although the *higher* scale of fees proposed by the Director was adopted in all its schools at headquarters, and the lower scale in all its other schools except those of the Bulandshahr district. In classes III and IV of the mufassil schools of this district a fee of two annas only was taken. In the Rohilkhand Division the two scales were for the most part adopted as recommended by the Director. The two scales of fees prescribed for vernacular middle schools in G. O. No. 157, dated 7th May 1877, were as below:—

	Classes I and II. Annas.	All classes below. Annas.
Higher scale	... 4	2
Lower scale	... 2	1

These scales continued in force up to the year 1888, the year of issue of this office Circular No 24 already quoted. After the issue of this circular various scales of fees were adopted in the different districts. In a few of them the lower of the two scales of 1877 was adopted. Generally speaking, the scales laid down by the District Boards in the Divisions of Agra and Jhánsi were lower than those proposed by the Director, whilst those adopted in the divisions of Kumaun, Allahabad, and Benares were much lower. On the whole, however, the conclusion may be drawn that the decrease in the number of scholars between the close of the years 1886 and 1890 was due to the large decrease in the number of schools, to the considerable average enhancement in the scale of fees, to the greater strictness in levying the fees, and to the more accurate method of keeping the registers.

37. The following statement compares for the two last years the number of middle schools, the number of scholars, and the fee-income.

State Vernacular Middle Schools for Boys.

Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee-income.	
	1889.	1890.	1889.	1890.	1889.	1890.
Meerut	56	54	4,720	4,013	3,820	7,079
Agra	49	44	3,687	3,391	4,785	5,197
Jhánsi	16	15	1,052	1,073	1,060	1,307
Oudh	55	55	5,251	5,313	7,178	8,543
Rohilkhand	48	44	4,647	4,296	4,918	6,172
Kumaun	9	5	615	364	...	176
Allahabad	61	61	4,363	4,499	1,999	1,930
Benares	61	61	4,549	4,568	3,151	3,400
Total ...	355	339	28,884	27,517	26,911	33,804

It will be seen that the number of schools decreased slightly during the year under report in four of the divisions, and that in three others there was no change in this respect. In the Kumaun Division 4 schools out of 9 were reduced to the primary status.

In the divisions of Jhánsi, Oudh, Allahabad, and Benares the number of scholars slightly rose, while in those of Meerut, Agra, and Rohilkhand the number fell. In Meerut and Rohilkhand as I have stated above the two scales of fees as proposed by the Director were adopted.

The aggregate fee-income rose from Rs. 26,911 to Rs. 33,804, the increase most marked occurring in the Meerut Division. The percentage of free scholars suggested by the Director was 20. The percentage varied in the different districts. The greatest rise in the fee-income occurred in the Meerut Division, although the number of scholars declined. In Rohilkhand too there was a considerable rise in the fee-income notwithstanding the decrease in the number of scholars. In the Oudh division there was also a considerable increase in the fee-income, but in this case there was a slight increase in the number of scholars.

38. The following table compares the number of scholars on the rolls of the different sections of the State Vernacular Middle Schools on the 31st March for the past two years.

State Vernacular Middle Schools for Boys.

Division.	1889					1890.				
	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.
Meerut	56	988	1,061	2,671	4,720	54	941	1,021	2,048	4,013
Agra	49	789	779	2,119	3,687	44	644	720	2,027	3,391
Jhánsi	16	110	181	761	1,052	15	94	188	791	1,073
Oudh	55	1,401	1,168	2,682	5,251	55	1,357	1,208	2,748	5,313
Rohilkhand	48	971	1,142	2,534	4,647	44	873	1,076	2,347	4,296
Kumaun	9	79	93	443	615	5	89	63	212	364
Allahabad	61	1,108	905	2,350	4,363	61	1,098	914	2,487	4,499
Benares	61	1,221	981	2,347	4,549	61	1,147	932	2,489	4,568
Total ...	353	6,667	6,310	15,907	28,884	339	6,243	6,125	15,149	27,517

The chief decrease occurred in the Kumaun Division where however the number of middle schools was reduced from 9 to 5. In the case of the Meerut Division too there was a large decrease in the number of scholars, but this decrease was confined for the most part to the lower primary section. Regarding the decline of numbers in his middle schools the Assistant Inspector of the Meerut Division writes as follows :—

"I am glad the reduction has occurred in the lower primary section. It has removed the necessity of closing admissions under Departmental General Letter No. $\frac{G}{29}$ of 11th February 1890 in most schools to avoid dangerous over-crowding. In spite of the above decrease admissions to the lowest class have been stopped in four schools in Muzaffarnagar, two schools in Aligarh and one school in Saháranpur on account of insufficiency of accommodation." It may be observed also that the number of middle schools in this Division was reduced by two, which partly accounts for the decline in the number of scholars.

39. The following statement compares for the three past years the expenditure from different sources on the state vernacular middle schools :—

State vernacular middle schools for Boys.

Year.	Number of schools.	Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar
			Public funds.	Fees.	Other sources.	Total.	
1888	388	34,235	1,43,810	19,261	2,044	1,65,115	4·8
1889	355	30,102	1,35,367	26,911	983	1,63,261	5·4
1890	339	25,983	1,29,138	33,804	706	1,63,648	6·3

The decrease of Rs. 6,229 in the expenditure from public funds was due to a large increase in the fee-income.

40. *Boarding-houses attached to Vernacular Middle Schools.*

Division.	1889.			1890.		
	Stipendiaries.	Self supporting.	Total.	Stipendiaries	Self supporting	Total.
Meerut	47	86	133	43	74	117
Agra	111	113	224	89	112	201
Jhánsi	33	13	46	25	24	49
Oudh	82	285	367	82	221	303
Rohilkhand	53	97	150	55	100	155
Kumaun	...	..	..	..	..	...
Allahabad	261	423	684	261	470	731
Benares	194	349	543	207	331	538

1. *Meerut Division.*—In the districts of Dehra, Saháranpur, and Muzaffarnagar there are not any boarding-houses, whilst in the other districts of the Meerut Division small houses are attached to some of the middle schools, but the boarders are under no control and make their own arrangements.

2. *Agra Division.*—The districts of Farukhabad and Agra have not any boarding-houses, and those in the Muttra district are merely sheds where the boarders cook their food. At night they sleep in the school buildings. The same is the case in the districts of Etah and Mainpuri, with the exception of Mainpuri itself and Kásganj in the Etah District. At Mainpuri there is a brick building, but the boarders have to use the out-offices of the zila school. The boarding-house at Kasganj has out-offices, but there is not sufficient accommodation for its inmates, 30 in number. In the Etawah District greater progress has been made in the boarding-house system. Each tahsili school has a boarding-house in charge of the senior assistant teacher who lives on the premises. At two of the schools new boarding-houses have recently been erected.

3. *Jhánsi Division.*—Four of the five tahsíli schools in the Jalaun district were provided with boarding-houses during the year under review. In the districts of Jhánsi and Lalitpur there are no regular boarding-houses, the boarders making use of the out-offices of the school buildings.

4. *Oudh Division.*—Of the six western districts of Oudh the only one provided with suitable boarding-houses is Kheri. There is one boarding-house in the Bara Banki District and one in that of Sitapur, but both need extensions. The District Boards have been addressed. Generally speaking the boarders in the case of Western Oudh (to use the words of the Assistant Inspector) "have in most cases been allowed to sleep in school houses, or to live in out-offices provided for school servants, or in rented houses." The Assistant Inspector of the eastern districts of Oudh writes thus :—

"Of these boarding-houses there are scarcely any that can satisfy the conditions laid down in Director Public Instruction's Circular No. 24 of 1890. Many of the institutions have no buildings of their own. The boarders are inconveniently accommodated in outhouses standing on the school premises. In order that the existing institutions should conform to the prescribed regulations all of them require alterations in structure." Partábgarh is better supplied with boarding-houses than the other districts of Eastern Oudh, but even these lack the necessary out-offices. In the Fyzabad and Bahraich Districts there are no boarding-houses.

5. *Rohilkhand Division.*—The Assistant Inspector's remarks are very brief. It appears that one boarding-house was established at Bijnor during the year under report and another at Tilhar in the District of Shahjahánpur. The boarding-houses in this division all seem to have Superintendents.

6. *Kumaun Division.*—The Assistant Inspector is silent on the subject. I know, however, that there is a boarding-house attached to the tahsíli school at Almora.

7. *Allahabad Division.*—The Circle Inspector makes the following observations :—

"The accommodation provided in the boarding-houses attached to Vernacular Schools has been insufficient, and in several cases boys attending the school and living at a distance have either hired a room or hut in the

town or village or seek shelter with friends. A boarding-house frequently consists of two or three rooms only, cooking house included, and is thus overcrowded and with little or no comfort. It is hoped that by the efforts of Deputy Inspectors, with those of District Boards, called for by enclosure with the Director's Circular No. 24 of 1890, the accommodation and comfort will be considerably increased."

8. *Benares Division.*—The Inspector of the Benares Division remarks as follows :—"During the last year the condition of the boarding-houses attached to the Middle Schools remained as unsatisfactory as before. However, there are strong hopes that there will be some improvement in their management this year, according to the circular on the subject lately issued." Most of the buildings are unsuitable, and many need repairs.

The following particulars are taken from the reports of the District Boards. Some quotations are also given.

Meerut District.—A new school building and boarding house are being erected at Hapur. At Sardhana the boarders live in a kachcha building near the school, built by Lady Forester. It is intended to build a new boarding-house here. At Ghaziabad the boarding-house has been recently built. During the year orders have been issued, based on the cubic contents of each building, as to the number of boys it is to contain and a master put in charge.

Muttra District —The buildings are all kachcha, the discipline is imperfect and the sanitation indifferent. They should either be abolished or the regulations issued with the Director's Circular No. 24 of 1890 more strictly regarded. The Chairman makes the following remarks :—

"The boarding-houses of middle schools are, as a rule, too small to attract any great number of boarders, but the District Board can only remedy this defect gradually as funds become available. Estimates for Superintendents' houses, cooking sheds, and latrines at these boarding-houses have been framed by the Board's Overseer, and will be constructed at one or two boarding-houses yearly. In reference to Mr. Radice's remark that the boarding-houses should be administered with greater regard to a recent circular of the Director of Public Instruction, I would point out that the constructions and enlargements required by that circular are too numerous and expensive to be carried out in any brief term of years, unless a special grant is made to the Board."

Agra District.—The Chairman writes as follows :—

"The Board regret to have to admit that practically nothing has been done towards the solution of the question of supplying boarding-houses in the style and on the scale which have been prescribed by the Director. Etmadpur and Ferozabad are the two best places in the district at which boarding-houses might be located, and there are enough of scholarship holders to fill good sized houses at both places ; but the Board has no funds with which to construct boarding-houses on the standard plan, and until these funds are supplied to us we have no alternative but to continue the present system under which the boys make their own arrangements, the objections to which are too obvious to need discussion. In my last year's report I mentioned that we had hopes the Municipal Board of Ferozabad might undertake to build a boarding-house, but on mature consideration that Board decided in favour of a Female Dispensary rather than a boarding-house."

Bijnor District.—The boarding-house attached to the Bijnor Tahsíli School is the only one in this district. The building was repaired and put into good order during the year under report.

Allahabad District.—The Chairman writes—

"There are boarding-houses attached to two or three of the tahsíli schools, but they have not yet been brought under the new rules and are little more than temporary makeshifts."

Basti District.—The Chairman makes the following observations :—

"The boarding-houses attached to the tahsíli and middle schools do not come within reasonable distance of the standard lately laid down in Circular No. 24, dated 3rd April 1890. It will take years and years to work up these boarding-houses to anything like the standard now proposed. The humble huts, which, as a rule, act as boarding-houses, though in my opinion abundantly good enough for the purpose, are by no means the sort of institution contemplated by the Director. I would suggest that the circular be held not to apply to Basti for the present unless it be desired to shut up all the establishments at present dignified by the name of boarding-house."

Many more of the District Boards touch upon the subject of the boarding-houses in their Educational Reports. The crying want is that of funds wherewith to improve their condition.

41. *Upper Primary and Lower Primary Examinations of Town Schools.*

Division.	Year.	Number of town schools.	Lower Primary.				Upper Primary			
			Enrolled.	Examined.	Passed.	Percentage of passes.	Enrolled.	Examined.	ssed.	Percentage of passes.
Meerut ...	1888-89	40	478	460	304	66	302	275	119	43
	1889-90	42	499	404	283	70	293	240	127	53
Agra ...	1888-89	47	578	351	133	38	344	276	65	24
	1889-90	44	474	426	259	61	253	221	110	50
Jhánsi ...	1888-89	12	82	72	30	42	33	31	13	42
	1889-90	12	111	105	70	67	41	41	14	34
Oudh ...	1888-89	56	628	520	426	82	524	483	395	82
	1889-90	56	597	488	389	80	443	396	303	77
Rohilkhand	1888-89	34	574	347	143	41	395	250	61	24
	1889 90	33	562	289	170	59	343	400	293	73
Kumaun ...	1888-89	8	83	81	29	36	30	28	17	61
	1889-90	9	102	86	36	42	41	40	18	45
Allahabad ...	1888-89	47	427	120	82	68	282	87	45	52
	1889-90	46	412	235	169	72	297	147	108	73
Benares ...	1888-89	38	299	237	176	74	305	260	129	50
	1889-90	37	294	212	179	84	270	182	133	73
Total ...	1888-89	282	3,149	2,188	1,323	60	2,215	1,690	844	50
	1889-90	279	3,051	2,245	1,555	69	1,981	1,667	1,106	66

This statement excludes the middle halkabandi and includes the primary tahsíli and pargana schools of the North-Western Provinces. This year, for the first time, the 3rd and 5th classes of the tahsíli and pargana schools of the North-Western Provinces were examined along with those of the corresponding classes of the halkabandi schools, but the curricula of studies were not precisely the same. Hence the results of the Upper and Lower Primary Examinations of all the tahsíli and pargana schools of the North-Western Provinces are given separately from those of the halkabandi schools of these provinces. The statement includes the middle schools of Oudh. The total number of examinees from the lower primary section somewhat exceeded the number for the previous year, being 2,245 against 2,188. The total percentage of passes, however, rose from 60 to 69. The total number of examinees in the case of the upper primary section was slightly less than that for the previous year, but the total percentage of passes rose from 50 to 66.

Aided Oriental Schools.

42. Aided Sanskrit schools are required to adopt the curriculum, and to send up candidates to the examinations, prescribed in this office Circular No. 1 of 1889. Aided Arabic schools are similarly bound under this office Circular No. 19 of 1889. These Oriental schools also send up candidates to the Panjab University. The following statement gives the results of the examinations in question :—

Examination of Aided Oriental Schools.

Name of school.	Oriental examinations of Panjáb University.										Benares Sanskrit college examinations				Mulla examination (Cir. No. 19 of 1889).	
	Prajna.		Visharad.		Shastri.		Munshi.		Maulvi.		Madhyama Parikshá		Prathama Parikshá			
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up	Number passed.	Number sent up.	Number passed.
Shivraj Sanskrit Pathsala,	...	...	4	2	2	2	...	...	...	...	3	...	8	2	...	...
Victoria School, Gházipur,	...	...	...		1	1	...	...	1	...	...	...	.	...	...	...
Chashmai Rahmat Do.,	...	...	...	.	...	...	...	...	...	...	...	...	...	.	2	1
Jay Narain's, Benares ...	2	...	...	...	..	...	1	1	...	...	...	...	...	...	...	...
Rája-ka-bazár School, Sanskrit Department.	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
Do., Persian Department.	...	...	...	..	...	...	...	...	...	...	...	..	...	..	...	...
Total ...	2	...	4	2	3	3	1	1	1	...	3	...	8	2	2	1

State Vernacular Primary Schools for Boys.

43. Under the above head are included the primary tahsíli, pargana, and halkabandi schools, *i.e.*, all the schools lacking a middle section. The two following statements, however, showing the results of the examinations of the 3rd, 4th and 5th classes of village schools for the years 1888-89 and 1889-90, exclude the primary tahsíli and pargana schools and include the middle halkabandi schools of the North-Western Provinces for the reason given in paragraph 41 :—

Examinations of Classes III, IV and V of Village Schools.

Divisions.	Year.	Number of village schools.	Passed in all subjects of examination.								
			Class V.			Class IV.			Class III.		
			Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Meerut	1888-89	564	2,463	2,141	608	1,670	1,473	295	826	735	213
	1889-90	53	2,418	2,209	661	1,545	1,430	402	766	730	266
Agra	1888-89	498	2,579	2,060	307	1,658	1,347	137	488	406	55
	1889-90	545	2,209	1,956	507	1,243	1,119	208	377	338	119
Jhánsi	1888-89	136	527	492	86	302	282	31	50	47	5
	1889-90	183	437	414	144	260	240	48	43	42	19
Oudh	1888-89	855	3,863	3,570	2,660	3,529	3,139	1,964	2,902	2,678	1,816
	1889-90	851	3,661	3,468	2,714	3,336	3,087	2,068	2,469	2,326	1,675
Rohilkhand ...	1888-89	508	2,347	2,029	461	1,630	1,416	223	938	797	130
	1889-90	477	2,266	2,021	857	1,503	1,372	611	778	736	342
Kumaun	1888-89	141	839	642	147	355	290	70	192	169	29
	1889-90	135	743	603	217	355	288	94	227	199	70
Allahabad ...	1888-89	643	3,142	2,702	1,088	2,352	2,028	706	1,099	969	267
	1889-90	623	2,986	2,657	1,037	2 028	1,847	529	949	828	296
Benares	1888-89	696	3,565	3,199	1,666	2,310	2,071	905	1,045	950	342
	1889-90	689	3,235	2,948	1,991	2,052	1,913	1,055	926	873	539
Total ...	1888-89	4,041	19,325	16,925	6,968	13,806	12,046	4,331	7,540	6,746	2,857
	1889-90	3,992	17,908	16,276	8,124	12,322	11,296	5,075	6,535	6,072	3,326

It will be seen that with the exception of class V in the Meerut Division and class III in the Kumaun Division the number of examinees was less than for the previous year, whilst in nearly every case the number of passes was greater. In some cases the rise in the number of passes was somewhat startling, but this will appear more plainly from the following statement giving the percentages of passes for each class in each division :—

EXAMINATION OF CLASSES III, IV AND V OF VILLAGE SCHOOLS.

Percentage of passes.

Division.	Class V.		Class IV.		Class III.	
	1888-89	1889-90.	1888-89.	1889-90	1888-89.	1889-90.
Meerut	28	30	20	28	29	36
Agra	15	26	10	24	14	35
Jhansi	17	35	11	20	11	45
Oudh	75	78	68	67	68	72
Rohilkhand	23	42	16	45	16	46
Kumaun	23	36	24	33	17	35
Allahabad	37	39	35	29	28	36
Benares	52	68	44	55	36	62
Total ...	41	50	36	45	42	55

The first thing that strikes one on looking at the preceding statement is the very high percentage of passes in Oudh. Benares is the only other Division that in any degree approaches Oudh in this respect. Amongst the instances of startling rises in the percentage of passes to which I have before alluded those occurring in the Jhánsi and Rohilkhand Divisions may be more particularly noted. Regarding the latter the Commissioner of Rohilkhand addressed this office as follows:—" The most noticeable passage

in Mr. Galbraith's report is the suggestion that the general failure of examinees in the previous year and the general success in that under report is due to excessive lenience in the year under report. This suggestion, if it is in any way justified, is most discreditable to the local representatives of the Department, who in this case must have unduly depreciated the work of one year, in order to obtain a cheap and easy triumph in the next."

The following extract is from the explanation given by the Assistant Inspector :—

"In the beginning of the tour of 1888-89 it was found both by the Director, Public Instruction and myself that in most of the schools boys had made so little progress in the text-books that they could not properly pass the standard. This was, to some extent, due to some of the books issuing a little too late from the press. The standard of examination was, therefore, under instructions from Director, Public Instruction strictly enforced as required by Article 22 of the Code of Regulations, and none of the scholars who had not completed the prescribed course were allowed to pass. Another reason why the results of the Centre Examinations were not more favourable was the incompetence of many of the teachers themselves in Arithmetic, the most important subject in the whole course. This was in a great measure due to the existence of so many non-certificated teachers in the Division."

The Assistant Inspector therefore insisted on the teachers working up their classes to the proper standards, and as those boys that were not promoted last year had two years to master the different courses the results of the examinations this year were much better.

These examinations take place at certain centres. At some of these centres the Assistant Inspector conducts the examinations, whilst at others they are conducted by the Deputy Inspector. The results do not always tally, though the differences are not so great as they used to be. In connection with this point I subjoin the following extract from the annual report for the year under review of the Deputy Inspector of Lucknow:—"From the above results it appears that the percentage of passed students to examinees in the 3rd class has fallen down by 17. But much importance should not be attached to such percentages, as rise and fall in it (*sic*) generally depends on the nature of questions and the manner in which the examinations are conducted. The above fall has greatly occurred in the centres which I have examined. The fall is not so much in the centres examined by the Assistant Inspector."

From the tabular statement it will be seen that the percentages of passes have increased generally, and this is no more than might have been expected. Very similar questions are put year after year in the different subjects, and teachers and pupils are aware of this fact. Many of the examiners are possibly themselves unable to vary their questions in any considerable degree, and would be too anxious about the result even if they could do so.

The following extract regarding the teaching of Arithmetic is from the report of the Secretary to the District Board, Gorakhpur:—

"In Arithmetic they are given a book with a certain number of examples of various forms of calculation set for them to work out. They work them out with the help of the teacher time after time, and when the examination comes they repeat them by word or letter, much in the same way as they would repeat the Ramayan. The Deputy Inspector glories this year in the fact that he has actually got some other questions prepared for the examination, and has had these also printed. The result was that the working out of the answers took much longer, and the event will be that these questions also will be learnt by heart. I generally found the greatest difficulty in getting a correct answer to any question I asked simply because it was not in the book. The teachers do not know how to vary the examples, they are not instructed by their superiors, and the Deputy Inspector himself cannot be trusted to invent suitable questions for the examinations! Nay, more, each boy in each class knows what *kind* of question he will get in every possible examination."

The Inspector of the Benares Division reports that the method of tuition generally is defective, not only in Gorakhpur, but elsewhere, and that he is trying his best to remedy the defects. With reference to the Secretary's strictures on arithmetical instruction the Inspector observes that the teaching of arithmetic is certainly improving, and that he now thinks the boys do not totally depend on the questions given in the book.

In the Meerut Division the percentage of passes increased somewhat in the case of each class. In Agra and Jhánsi the increase was considerable, but the percentages were very low for the previous year.

On the examination results of primary schools and sections the Inspector of the 2nd Circle writes—"The percentage of passmen runs so high in some of the Oudh districts that I should feel almost inclined to doubt whether the examination had been

carried out with sufficient strictness if such doubts were not removed by the fact that equally high percentages were obtained in several districts and schools in the last Middle Class Examination, this being a *public* examination, carried out in *writing*, and by examiners not interested in the result. The examinations of the primary schools and sections are held for the most part orally, and by officers who are testing the value of their own supervision and inspection. Yet the results which these officers have recorded are not higher than those of the written examinations held in a public examination hall by a board of examiners, who had no private interest in the result."

44. The statement given below compares the number of scholars on the rolls of the upper and lower primary sections of the state vernacular primary schools (primary tahsíli and primary halkabandi schools) on the 31st March 1886, 1889, and 1890 respectively. It shows that between the close of the years 1885-86 and 1889-90 the number of these schools decreased by 810 and the number of scholars by 30,956. The statement which succeeds it, however, shows that the average number of scholars in the aggregate per upper primary section and per lower primary section differed but slightly at the close of these two years, being 6·8 and 27·7 respectively at the close of 1885-86 against 6·2 and 27·6 at the close of 1889-90. Nor do we find any very marked difference between the two years if we regard the figures for the different divisions. The number of scholars per upper primary section was not very large for any division at the close of 1889-90, but neither was it very large at the close of 1885-86.

And if it were asked what was the average number of scholars per school in the aggregate at the close of each of the two years in question, the answer would be 33·8 at the close of the former and 34·5 at the close of the latter. In other words, the average enrolment per school at the close of 1889-90 was very much the same as the average enrolment per school at the close of 1885-86.

State Vernacular Primary Schools for Boys.

Division.	1886.			1889.			1890.		
	Number of schools on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.	Number of schools on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.	Number of schools on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.
Meerut... ...	656	2,820	15,986	549	3,046	13,061	526	3,003	12,448
Agra	691	4,801	15,257	581	2,501	13,710	544	2,297	13,532
Jhánsi	134	517	3,101	125	467	2,747	123	416	2,885
Oudh	1,133	10,273	35,462	859	8,010	26,063	850	7,460	26,286
Rohilkhand ...	553	2,086	13,841	486	2,821	12,768	465	2,858	12,577
Kumaun ...	167	778	7,316	152	655	7,026	160	741	7,051
Allahabad ...	673	5,368	17,283	629	3 997	15,476	616	3,893	15,337
Benares ...	780	5,197	24,201	674	3,828	18,732	684	3,827	19,620
Total ...	4,787	32,740	132,447	4,055	25,325	109,583	3,977	24,495	109,736

State Vernacular Primary Schools for Boys.

Division.	1886.		1889.		1890.	
	Average number of scholars per upper primary section on 31st March.	Average number of scholars per lower primary section on 31st March.	Average number of scholars per upper primary section on 31st March.	Average number of scholars per lower primary section on 31st March.	Average number of scholars per upper primary section on 31st March.	Average number of scholars per lower primary section on 31st March.
Meerut	4·3	24·4	5·5	23·8	5·7	23·7
Agra	6·9	22·1	4·3	23·6	4·2	24·7
Jhánsi	3 9	23·1	3·7	22·0	3·4	23·5
Oudh	9·1	31·3	9·3	30·3	8 7	30·6
Rohilkhand...	5·4	25·0	5·8	26·3	6·1	27·0
Kumaun	4·7	43·8	4·3	46·2	4·6	44·1
Allahabad	8 0	25·7	6·4	24·6	6·3	22 9
Benares	6·7	31·0	5·7	27·8	5·6	28·7
Total ...	6·8	27·7	6·2	27·0	6·2	27·6

The percentage of schools closed in each division during this period of four years was as below :—

Meerut ...	...	Rohilkhand ...	16
Agra ...	21	Kumaun ...	4
Jhánsi ...	8	Allahabad ...	8
Oudh ...	24	Benares ...	12

and this closure of so many schools was doubtless one of the principal causes of the decline in the number of scholars, more especially in the lower primary section. Then, again, in October of the year 1887 the application of article 3 of the Code of Regulations for Public Elementary Schools began to produce its effect on the upper primary section. This article rules that in a school with one teacher only instruction should not be imparted beyond the fourth standard, and the third class of many a village school was abolished in consequence. I may mention that the number of these schools in the Meerut Division that had a third class at the end of the year under report was 162, whereas five years ago their number was 339. Strange to say, however, in this Division, and in this Division only, has the number of scholars in the upper primary section increased, being 3,003 on the 31st March 1890, against 2,820 on the 31st March 1886, though a similar increase has occurred in some districts of other divisions. But it should be observed that the percentage of scholars in the upper primary section in the case of the Meerut Division used to be low, much lower, for instance, than in the Agra Division. Now this division holds its own in this respect with the other large divisions. Formerly too teachers were in the habit of keeping the names of their 3rd class pupils on the rolls long after the said pupils had passed the examination of that class. This practice was gradually put a stop to during the years 1886 and 1887. Further, the names of some scholars that failed to pass the 3rd class examination were removed from the school registers in accordance with Article 26 of the Code. The levying of fees, the stricter system of keeping the school registers, the removal of those pupils that failed to pass the 4th and 5th class examinations within the prescribed time under Article 23 of the Code, voluntary withdrawal of some that failed at these examinations, removal from the school registers of the names of irregular attendants and of those that either could not or would not purchase class books, these may one and all be considered as reasons for the decline in numbers, but the three great causes were probably the introduction of fees, the abolition of so many schools, and the removal of those boys' names that either seldom came to school or read nothing when they did come. As remarked above, the average number of scholars per school and per section of school is much what it used to be, but whereas formerly the average for a great number of schools was probably fictitious, the average for those that now remain may be regarded, let us hope, as real. If it be still somewhat incorrect the inaccuracy cannot be due at any rate to the *want* of forms and registers. Perhaps, indeed, as the Chairman of the Gorakhpur District Board observes in his forwarding letter, "something should be done to reduce the 39 registers to which the Deputy Inspector plaintively refers." The subject of registers, I may remark, was considered at a recent conference of Assistant Inspectors. The report of the conference will be laid before the Director on his return from leave.

45. The following statement compares the fee-income for the last three years realized in the state primary vernacular schools (primary halkabandi and primary town schools):—

State vernacular primary schools.

Division.	Number of schools.			Number of scholars on the rolls on 31st March.			Fee-income.		
	1888.	1889.	1890.	1888.	1889.	1890.	1888.	1889.	1890.
							Rs.	Rs.	Rs.
Meerut ...	555	540	526	17,083	16,107	15,451	474	1,266	4,081
Agra ...	578	581	544	16,683	16,211	15,820	253	272	73
Jhánsi ...	132	125	123	3,356	3,214	3,301	94	93	220
Oudh ...	1,043	859	859	39,353	34,073	33,746	1,373	2,040	6,634
Rohilkhand ...	480	486	465	16,417	15,589	15,485	470	956	1,627
Kumaun ...	164	152	160	8,198	7,681	7,792	...	...	55
Allahabad ...	637	629	616	20,928	19,473	19,230	...	435	400
Benares ...	699	674	684	27,801	22,560	23,447	60	2,399	3,037
Total ...	4,297	4,055	3,977	149,819	134,908	134,231	2,724	7,461	16,127

The increase in the fee-income was most marked in the Meerut, Oudh, Rohilkhand and Benares Divisions, more especially in the two former.

46. The following statement compares for the last three years the expenditure from all sources on the state primary vernacular schools (primary halkabandi and primary town schools):—

State Vernacular Primary Schools.

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence per scholar.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
1888	146,627	4,99,509	2,724	2,393	5,04,626	3·4
1889	136,543	5,10,617	7,461	1,733	5,19,811	3·8
1890	127,208	4,86,855	16,127	1,684	5,04,666	4·0

The decrease in the expenditure from all sources during the year under report was partly due to the abolition of some nominal schools and the transfer of the savings thus effected to the head of inspection. In consequence of the increase, moreover, in the fee-income the expenditure from local funds was much less than for the previous year.

47. The following statement shows the number of teachers that left the village schools during the year 1889-90 :—

Division.	Number of teachers.				
	Dismissed on refusal to proceed to Normal Schools.	Dismissed for bad work and negligence, &c.	Who filed their resignations.	Died.	Total.
Meerut	34	44	32	8	118
Agra	5	42	25	18	90
Jhánsi	...	8	2	7	17
Oudh	5	43	18	9	75
Rohilkhand	13	44	27	8	92
Kumaun	4	4	9	2	19
Allahabad	16	42	22	7	87
Benares	13	60	25	7	105
Total ...	90	287	160	66	603

It is to be hoped the figures entered in this statement will be less for the year 1890-91.

48. The following statement shows the number of scholarship holders and self-supporters that proceeded from village schools after passing the upper primary examination of 1889-90 to continue their studies in Middle Vernacular Schools :—

Division.	Number of boys holding halkabandi scholarships that joined middle schools.	Number of self-supporters that joined middle schools.	Total.
Meerut	57	81	138
Agra	80	36	116
Jhánsi	14	9	23
Oudh	83	241	324
Rohilkhand	46	50	96
Kumaun	14	22	36
Allahabad	174	252	426
Benares	120	170	290
Total ...	588	861	1,449

49. The following statement shows the number of boys receiving halkabandi scholarships during the year 1889-90. The majority of these boys formerly belonged to halkabandi schools.

Statement of Halkabandi Scholarships.

Division.	Amount sanctioned for primary scholarships.	Amount expended.	Number of scholars provided for.	Number of boys that actually received scholarships.
	Rs.	Rs.		
Meerut	4,348	3,340	156	135
Agra	5,070	3,538	218	173
Jhánsi	1,184	787	43	39
Oudh	4,091	4,080	122	127
Rohilkhand	3,957	2,200	150	126
Kumaun	678	632	29	29
Allahabad	6,557	5,459	247	277
Benares	4,936	3,856	347	326
Total ...	31,721	24,492	1,312	1,232

This statement indirectly points to the great necessity of suitable accommodation in the boarding-houses attached, or to be attached, to tahsili schools.

50. The following statement shows the number of scholars that left the village schools for want of higher classes in them and did not join any other school during the year ending 31st March 1890 :—

Division.	Number of scholars who left—		
	Village schools teaching up to III class only.	Village schools teaching up to IV class only.	Total.
Meerut	242	165	407
Agra	92	207	299
Jhánsi	5	40	45
Oudh	998	206	1,204
Rohilkhand	325	202	527
Kumaun	26	...	26
Allahabad	436	733	1,169
Benares	371	503	874
Total ...	2,495	2,056	4,551

50(*a*). The following statement compares for the two last years the number of Vernacular Primary Schools aided under Director Public Instruction's Circular No. 16 of 1886 :—

Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Remarks.
	1888-89.	1889-90.	1889.	1890.	
Agra	4	4	204	258	*The managers of some of these schools could not furnish the statistics of 1888-89 and in those cases the figures for 1888-89 are the same as for 1889-90.
Oudh	26	27	816	683	
Rohilkhand*	140	142	2,735	2,987	
Kumaun*	22	27	859	968	
Benares	1	1	91	134	
Total ...	193	201	4,705	4,980	

51. The following table compares the statistics of private institutions returned as advanced institutions :—

	Number of institutions.		Number of scholars.	
	1889.	1890.	1889.	1890.
Arabic and Persian	1,485	1,419	14,017	17,037
Sanskrit	395	466	4,624	5,735
Other oriental classics	42	27	241	287
Total ...	1,922	1,912	18,882	23,059

The number of indigenous schools of the elementary class for boys is returned as 3,328 with 43,147 boys against 3,737 schools with 47,106 boys. The number of scholars studying the different subjects in these institutions is compared below :—

Subject.	Scholars.	
	1889.	1890.
English	1,496	2,124
Oriental classics	17,186	9,714
Vernacular	28,898	31,937
Total ...	47,580	43,775

SECTION V.—EDUCATION, SPECIAL.

Government Normal Schools.

52. The last annual examination of the normal schools of the North-Western Provinces was held in April 1889, and on the 1st July 1889 the Central Normal Schools of Agra and Allahabad were formed for the 1st and 3rd circles with a curriculum of studies extending over two years. The first final examination therefore of these two central normal schools under the new curriculum has been fixed for September 1891. This new curriculum, however, appears to have been introduced into the Central Normal School of Oudh nearly a year before it was introduced into those of Agra and Allahabad, so that the first final examination of the Lucknow Central Normal School will take place during the current year.

The following table gives the expenditure on each of the Government Normal Schools for the year under review :—

Government Normal Schools.

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teacher.
		Public funds	Fees.	Other sources.	Total.	
		Rs.		Rs	Rs.	
Agra	79	9,403	...	...	9,403	119·0
Lucknow	107	13,206	...	14	13,220	123 5
Bareilly	35	4,352	...	...	4,352	124 3
Allahabad	88	9,868	...	...	9,868	112·1
Total ...	309	36,829	...	14	36,843	119·2

The only aided Normal School was the Mission Normal School at Bareilly attended by 24 scholars. The total expenditure on this school during 1889-90 was Rs. 2,665, which includes Rs. 600 grant-in-aid from local funds.

52(*a*). The following statement shows the number of certificated and uncertificated teachers employed in the State Vernacular Middle Schools on the 31st March 1890 :—

Division.	Number of teachers who have Normal School or *pro formâ* certificate.		Uncertificated teachers.		Total.	
	Principal	Assistant.	Principal.	Assistant	Principal.	Assistant.
Meerut	53	43	...	70	53	113
Agra	44	84	1	23	45	107
Jhánsi	15	22	...	...	15	22
Oudh	56	161	...	107	56	268
Rohilkhand	41	97	3	16	44	113
Kumaun	8	3	1	1	9	4
Allahabad	54	80	2	22	56	102
Benares	62	81	...	16	62	97
Total ...	333	571	7	255	340	826

The following statement shows the number of certificated and uncertificated teachers employed in the State Vernacular Primary Schools on the 31st March 1890 :—

Division.	Number of teachers who have Normal School or *pro formâ* certificate.		Uncertificated teachers.		Total.	
	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.
Meerut	457	67	78	87	535	154
Agra	521	95	25	32	546	127
Jhánsi	116	12	5	1	121	13
Oudh	772	125	89	502	861	627
Rohilkhand	436	83	26	35	462	118
Kumaun	86	1	70	12	156	13
Allahabad	585	76	23	48	608	124
Benares	617	85	47	53	664	138
Total ...	3,590	544	363	770	3,953	1,314

53. *Institutions wholly or mainly intended for Muhammadans during* 1889-90.

Class of institution.	Division.	Number of institutions.	Number of scholars on the rolls on 31st March 1890.
Colleges	Meerut	1	79
Secondary	Allahabad	2	265
	Kumaun	1	68
	Total, Secondary ...	3	323
Primary	Agra	2	34
Indigenous ...	Meerut	406	3,866
	Agra	15	170
	Jhánsi	2	21
	Oudh	320	2,278
	Rohilkhand	394	5,225
	Kumaun	5	67
	Allahabad	105	1,195
	Benares	134	1,843
	Total, Indigenous ...	1,381	14,665
	GRAND TOTAL ...	1,387	15,101

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

54. The following statement gives for the past three years some statistics of the primary Vernacular Girls' Schools under public management :—

State Primary Vernacular Girls' Schools.

Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar (*b*).
		Upper primary section	Lower primary section.	Total.	Public funds(*a*).	Fees.	Other sources.	Total.	
					Rs.		Rs.	Rs.	
1888	163	164	3,534	3,698	17,821	...	253	18,074	5·0
1889	154	174	3,328	3,502	17,915	...	45	17,960	5·3
1890	154	204	3,201	3,405	17,649	...	...	17,649	5·3

(*a*) Including expenditure from Municipal Funds.
(*b*) The incidence per scholar is calculated on the average monthly number of scholars on the rolls.

The only secondary Vernacular Girls' School under public management was the one at Lucknow maintained by the Municipal Board. This school is under the control of the Inspectress of Girls' Schools in the Lucknow District. The school was unfortunate at the last middle class vernacular examination, but the Inspectress trusts that it will yet succeed as a middle class institution.

The following table compares for the past two years some statistics of aided schools for native girls under private management :—

Under private management aided schools for native girls.

Class of school.			Number of schools.	Number of scholars.			Expenditure.			
				In secondary stage.	In primary stage.	Total.	From public funds.	From municipal funds.	Other sources.	Total.
							Rs	Rs.	Rs.	Rs.
Secondary ...	Vernacular ...	1889 ...	3	28	400	428	3,840	...	9,151	12,991
		1890 ...	2	30	351	(*a*)381	3,360	130	13,035	16,525
	English ...	1889 ...	6	92	326	418	8,940	...	15,565	24,505
		1890 ...	9	115	748	(*b*)863	12,780	...	32,951	45,731
Primary ...	Vernacular ...	1889 ..	157	...	5,523	5,523	16,179	1,096	33,786	51,061
		1890 ..	157	...	5,368	(*c*)5,368	17,603	1,104	33,652	52,359
	English ...	1889 ..	5	...	263	263	2,458	144	3,666	6,268
		1890 ...	5	...	289	(*d*)289	2,472	144	3,663	6,279
	Total ...	1889 ..	171	120	6,512	6,632	31,417	1,240	62,168	94,825
		1890 ...	173	145	6,756	6,901	36,215	1,378	83,301	1,20,894

(*a*) Except 5 all these girls are returned as Christians.
(*b*) Do. 14, ditto ditto.
(*c*) Of these 764 are returned as Christians.
(*d*) Except 11, all these girls are returned as Christians.

SECTION VII.—THE EDUCATION OF SPECIAL CLASSES.

Schools under the Code of Regulations for European schools.

55. The following statement compares the average daily attendance for the last three years :—

Average daily attendance at European Schools.

Year.	Number of schools.	High section.	Middle section.	Primary section.	Infant Department.	Total.
1888 ...	39	99	546	1,067	304	2,016
1889 ...	40	111	632	1,159	362	2,264
1890 ...	39	102	624	1,024	360	2,110

The attendance in each section was slightly less than for the previous year. As some of the schools are mixed schools, the average attendance of boys and girls could only have been given approximately. This year each Circle Inspector examined the European schools in his circle.

56. The following statement compares the Government expenditure on European schools for the last two years :—

Government expenditure on European schools.

Class of school.		Number of schools.	Grant earned under the Code.	Grant earned under article 28 of the Code (final standard examination).	Payments for school fees and boarding charges of indigent children.	Total.
			Rs.	Rs.	Rs.	Rs.
Boys .. High ...	1889	8	23,291	3,665	892	27,848
	1890	7	18,765	1,850	708	21,323
Middle ...	1889	5	5,364	...	857	6,221
	1890	6	6,537	...	456	6,993
Primary ...	1889	13	9,073	...	580	9,653
	1890	12	8,400	...	665	9,065
Total ...	1889	26	37,728	3,665	2,329	43,722
	1890	25	33,702	1,850	1,829	37,381
Girls ... High ...	1889	3	9,023	920	...	9,943
	1890	5	14,301	1,735	195	16,231
Middle ...	1889	10	20,608	795	320	21,723
	1890	8	15,271	555	420	16,246
Primary ...	1889	1	1,229	...	...	1,229
	1890	1	1,301	...	...	1,301
Total ...	1889	14	30,860	1,715	320	32,895
	1890	14	30,873	2,290	615	33,778
Grand Total ...	1889	40	68,588	5,380	2,649	76,617
	1890	39	64,575	4,140	2,444	71,159

In the statement for the previous year the Cawnpore Seminary was wrongly included in the middle schools for boys instead of in the middle schools for girls, whence the difference in the figures for 1889 from those given in the previous year's report.

The Memorial School, Cawnpore, was abolished and re-opened as a middle school under the title of the Cawnpore Diocesan Boys' School. The Wellesley Girls' School, Naini Tal, and the Martinière Girls' School, Lucknow, were raised to the high status. The Ordnance Factory School, Cawnpore, was closed. The total number of schools therefore was 39 against 40 for the previous year. The total expenditure from public funds in these schools was Rs. 5,458 less than for the previous year. The following statement gives the names of the institutions in which the grants earned considerably decreased :—

Comparative statement of grants earned in certain institutions.

Serial number.	Name of institution.	Grant earned in 1888-89.	Grant earned in 1889-90.
		Rs.	Rs.
1	St. George's College, Mussooree	5,711	4,579
2	Diocesan Boys' School, Naini Tal	6,712	4,950
3	St. Peter's College, Agra	2,477	1,100
4	St. Paul's Orphanage, Agra	3,277	2,167
5	Cantonment School, Agra	2,240	1,203
6	St. John's School for boys, Meerut	787	530
7	Station School, Fatehgarh	554	235
8	St. Mary's Convent School, Naini Tal	2,984	2,098
9	Canning Girls' School, Agra	1,114	860
	Total	25,856	17,722

The reasons for the decline in the majority of the above cases have already been explained in previous correspondence.

The Diocesan Boys' School, Naini Tal, earned much less this year for the final standard examination.

The following statement gives the names of the institutions in which the grants earned considerably increased :—

Comparative statement of grants earned in certain institutions.

Name of institution.	Grant earned in 1888-89.	Grant earned in 1889-90.
	Rs.	Rs.
North-Western Railway School, Mussoorie	889	1,195
Station School, Gházipur	408	616
Christ Church School, Lucknow	522	951
Total	1,819	2,762

57. The statement below shows the total number of scholars examined according to standards I—VII in elementary subjects, the total grant earned in these subjects without taking reductions into account under articles 23 and 25 (*c*) of the Code, and the average grant earned per scholar. When it is considered that as a rule the maximum grant a scholar can earn in elementary subjects is Rs. 15 the figures of the statement are fairly satisfactory.

Result of examination in elementary subjects.

Total number of scholars examined.	Total grant earned.	Average grant earned per scholar.	Average percentage of maximum grant earned per scholar.
1,613	19,750	12·2	81 3

58. The following statement compares the results with regard to compulsory subjects of the final standard examinations of 1888 and 1889 conducted by a Board of Examiners, under Mr. Wright, Principal of Queen's College, Benares, in the month of December :—

Final Standard Examination of European schools.

1888.						1889.					
Number of schools represented.	Number of candidates.	*Passed*— In three subjects.	In four subjects.	In all subjects.	Total passed.	Number of schools represented.	Number of candidates.	*Passed*— In three subjects	In four subjects	In all subjects.	Total passed.
10	46	9	8	20	37	12	47	10	7	15	32

Regarding the results of this Examination the President, Board of Examiners, writes thus :—

" With regard to general Returns, I may remark that the number of candidates for the final examination of 1889 shows a small increase over the number for 1888, notwithstanding the fact that this year for the first time a fee of Rs. 10 has been taken from each candidate. This speaks well for the popularity of this examination, and is a good augury for the future. With regard to Results, fewer candidates have passed this year in *all* subjects than last year, those who have passed in *four* and *three* subjects respectively remain about the same, but there is a great falling off in the matter of optionals, only 12 pupils having passed in optionals of five kinds, as against 21 pupils in four kinds of optionals last year. These bad results are entirely due to the collapse of one school, *viz.*, the Diocesan Boys'

School, Naini Tal, which in the previous year sent up 14 candidates and passed 11, of whom 7 were in all subjects, whereas in 1889 out of 9 candidates only 4 passed, and none were successful in all subjects. In optionals this school fares still worse, for in 1889, out of 18 candidates in different subjects only 2 passed and these failed in compulsory subjects and cannot draw the grant; whereas in 1888 out of 28 candidates 13 passed and 11 drew the grant. The most conspicuous feature this year is the success of the girls, the majority of whom not only pass, but pass well in the subjects in which they compete. Out of 20 girl candidates who appeared from the different schools, 11 pass in all subjects, 1 in four subjects, and 2 in three subjects, a most excellent result, and of the 12 passed in optionals not less than 10 were girls. In the table of those who pass the examination under para. 29 of the Code the merit of the girls is even more conspicuous, for out of the first 8 in order of merit 7 are girls, 1 of whom heads the whole list, standing alone in the First Division."

On the results of the middle scholarship examination the President writes as follows:—

"With regard to the middle scholarship examination, the returns are very satisfactory. Out of 7 candidates 6 passed well, a result most creditable to the Girls' Diocesan School, Naini Tal, which was the only school competing in this Examination. Unfortunately 5 out of these 6 were disqualified for the scholarship on account of the age clause of the Code, being just over the prescribed age. None of the girls took up the elementary science, as they considered it a difficult subject with very few marks assigned to it. Instead thereof they took up drawing which is marked in the scheme as an optional. With your sanction, however, I allowed the marks they obtained in drawing to count to their credit in making up the aggregate required."

SECTION VIII.—THE RECOMMENDATIONS OF THE EDUCATION COMMISSION.

59. The opinions of the different District Boards were by no means the same on the subject of fees, and the fees levied varied greatly in consequence. Physical education decidedly advanced.

SECTION IX.—EXTRACTS FROM THE EDUCATIONAL REPORTS OF DISTRICT BOARDS.

60. The following extracts are taken from the Educational Reports of some of the District Boards:—

Fees.

(1) *Ghâzipur.*—"The introduction of the fee system into 42 of the Halkabandi Schools was the most important event of the year. The result has been very satisfactory as the average daily attendance in the primary schools has fallen by only 94, *i. e.*, from 2,236 to 2,142. The introduction of fees has probably put a stop to falsification of Registers and the real attendance is probably better than that of last year. The examination results prove this as this year the percentages of passes in the upper primary and lower primary examinations were 54 and 67 against 23 and 46 last year. The result is very gratifying. From April 1st, 1890, the system has been extended to all the schools of the district.

"Although the introduction of the fee system into Halkabandi Schools is of recent date, the system has long been in force in the case of the Tahsíli Schools of the North-Western Provinces, and from many rumours that reached me as an Inspector I feel sure it pressed hard on the teachers. In a word, I entertain no doubt myself that many teachers parted with a portion of their pittance of a salary rather than risk the consequences of a decline in the number of their pupils."

(2) *Basti.*—"The question of fees has come up once or twice during my short period of office of Chairman of the District Board, I am personally of opinion that even the present scale of fees is too high, but I am satisfied for the present that people do not regard them as oppressive.

If they are willing to pay the fees I dare say it is well that they should do so. I would only remark that in more advanced communities the tendency at this moment is to abolish all school fees and to provide free education. It is remarkable that here in India we are for the first time introducing fees in the lowest grade of schools and in lowest classes of these schools.

"It may be a wise policy, I doubt it. The income is infinitesimal and unless the advantage be regarded as important, I should advocate the slacking off of fees except in the higher grade schools."

(3) *Etah.*—Regarding the continuous decrease in the number of pupils attending the middle Vernacular Schools, the Chairman writes as follows:—"But there can be no doubt that the chief factor in the case is the increased demand on the pockets of the parents showing how little real desire there exists on the part of a large proportion of the native community for education except when provided at Government expense."

(4) *Gorakhpur.*—"Before recommending the Board to make any change I am waiting for some further information from the Deputy Inspector to show more in detail the effect of taking fees in different schools; but I incline to the opinion that in this district fees should be remitted altogether in the lower classes and no obstacle whatever placed in the way of teaching elementary reading and writing in the Board's Schools."

(5) *Cawnpore.*—"Fees are now collected in all schools according to the rates mentioned in last year's report. From December 1888 fees were experimentally levied in pargana Cawnpore only. From 1st October 1889 fees have been levied throughout the district. It is gratifying to see that there has been very little falling off in the attendance on this account."

(6) *Agra.*—"The increase from the fees is practically the same as it was in the previous year and the unwillingness to pay them is quite as strong as ever. In districts where the members of the Boards do not visit the schools sufficiently the Director's device of an almost nominal fee in all schools as a check against fictitious entries may be needed and successful but it certainly is not required in this district."

Buildings.

(7) *Azamgarh.*—"A school-house should be stoutly constructed so as not to be always eating up funds in repairs, it should be in a fenced-in enclosure in which should be a garden and a wrestling ground and space for gymnastic exercises. The interior should be clean, whitewashed three or four times a year (a most inexpensive luxury) and there should be a floor cloth of some kind and benches for the boys and a table and a chair or two for the masters with a proper cupboard to keep books, maps, &c., in. The income from fees is available for some of these purposes; it can never suffice for all."

(8) *Etáwah.*—"The state of these schools is altogether fairly satisfactory, and the system we are now pursuing of gradually building good pucka buildings at places where schools are pretty sure to be permanent and *avoiding* as far as possible building any more mud huts is I think a good one. The kacha buildings cost a great deal in repairs and even then are sometimes not safe in the rains. Moreover I look on it as a matter of great importance that the school house should be clean neat and in good order, the practical lesson thus taught being one which comes home and is more likely to bear good fruit than that merely read from a sanitary primer, every rule of which is being disregarded in the actual life which surrounds the pupil."

ALLAHABAD:
6th September 1890.

E. T. CONSTABLE,
Offg. Director, Public Instruction,
N.-W. P. and Oudh.

GENERAL TABLES Nos. I.—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III.—V.—RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1889-90.

(For details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of.	Remarks.
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total Area in Square Miles	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions. For Males ...	14	7	500	4,249	5	56	4,831	1,912	4,372	11,115	Institutions to number of towns and villages. 10·54	
			Institutions. For Females,	1	...	26	332	2	1	362	...	145	507	Institutions to number of towns and villages. ·48	
	Towns, 297	Males ... 22,912,556													
	Villages 105,124	Females, 21,195,313													
	Total, 105,421	Total ... 44,107,869	Total ...	15	7	526	4,581	7	57	5,193	1,912	4,517	11,622	11·02	
106,111			Scholars, Males ...	1,450	611	52,661	145,430	342	3,686	204,180	23,059	53,538	280,777	Male scholars to male population of school-going age. 8·17	
			Scholars, Females ...	1	...	2,335	9,359	4	183	11,882	...	2,075	13,957	Female scholars to female population of school-going age. ·44	
			Total ...	1,451	611	54,996	154,789	346	3,869	216,062	23,059	55,613	294,734	4·45	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1889-90.

(For details see General Table IV.)

	Total direct expenditure on Public Instruction.							Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction	Inspection.	Scholarships.	Buildings.	Special grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools	Training Schools	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions, { For Males ...	2,45,226	1,61,242	9,18,023	6,05,052	39,508	68,862	20,37,913	19,707	41,014	2,38,278	1,05,319	2,20,675	30,002	63,053	7,18,048	30,57,376	
For Females ...	1,210	...	2,13,727	85,054	48	1,376	3,01,415										
Total ..	2,46,436	1,61,242	11,31,750	6,90,106	39,556	70,238	23,39,328	19,707	41,014	2,38,278	1,05,319	2,20,675	30,002	63,053	7,18,048	30,57,376	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	23·2	26·5	20·6	3·2	..	4·3	77·8	...	7·0	...	5·5	8·6	·0	·5	22·2	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·5	...	26·6	39·1	2·8	1·0	70·0	...	...	17·7	2·0	7·7	1·0	1·6	30·0	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	7·0	2	51·3	30·6	...	·4	89·5	...	...	...	8·5	1·1	·0	·3	10·5	100	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	8·0	5·3	37·0	22·6	1·3	2·3	76·5	·6	1·3	7·8	3·5	7·2	1·0	2·1	23·5	100	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1889-90—(concluded).

(For details see General Table IV.)

1		Total direct expenditure on Public Instruction.							Remarks.
		University Education.		School Education, General.		School Education, Special.		Total.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
		2	3	4	5	6	7	8	9
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
3. Average annual cost of educating each pupil in—									
Government Institutions	Cost to Provincial Revenues	113 10 8	420 0 9	0 15 6	...	...	9 3 2	19 8 5	
	Cost to Local and Municipal Funds	3 15 0	0 11 6	20 13 3	3 14 4	119 3 0	3 5 6	16 1 9	
	Total Cost	138 0 4	461 7 5	33 13 2	7 15 1	119 3 9	21 2 7	46 14 1	
Local Fund Schools	Cost to Provincial Revenues	...	...	...	0 0 0	...	...	0 0 0	
	Cost to Local Funds	...	...	4 12 11	3 12 10	12 0 0	...	3 15 6	
	Total Cost	...	...	6 4 11	4 0 1	12 0 0	...	4 6 3	
Municipal Schools	Cost to Provincial Revenues	...	...	0 4 2	...	...	...	0 1 7	
	Cost to Municipal Funds	...	...	8 0 5	6 9 2	...	...	7 2 0	
	Total Cost	...	...	12 12 0	8 9 2	...	...	10 2 8	
Aided Institutions	Cost to Provincial Revenues	62 15 11	12 11 9	6 3 2	1 7 3	...	1 2 1	5 4 2	
	Cost to Local and Municipal Funds	18 3 5	...	6 5 7	2 9 8	25 0 0	5 13 2	5 1 1	
	Total Cost	207 15 6	34 4 6	37 15 11	11 0 5	111 0 8	16 3 8	29 14 8	
Unaided Institutions	Total Cost	319 11 11	1 4 4	56 9 6	5 6 1	...	16 4 8	38 15 6	
All Institutions	Cost to Provincial Revenues	88 5 5	245 15 8	2 1 8	0 1 11	...	6 6 4	2 0 8	
	Cost to Local and Municipal Funds	9 5 11	0 6 7	7 11 9	3 12 7	111 3 4	3 14 8	5 0 1	
	Total Cost	174 2 7	277 0 9	21 7 2	4 11 1	117 6 0	19 7 9	11 5 11	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh, for the official year* 1889-90.

Class of Institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	3	361	370	329	...	...	...	...
University Education. — Oriental	1	430	421	364	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
University Education. — Law	2	156	120	87	...	...	...	...
University Education. — Engineering	1	215	215	215	...	...	...	...
Total	7	1,162	1,126	995	...	...	...	...
Secondary Schools.								
School Education, General. — For Boys — High Schools	30	6,876	6,821	5,862	...	...	...	...
School Education, General. — For Boys — Middle Schools — English	8	825	812	689	13	835	792	630
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	344	28,205	26,627	21,610
School Education, General. — For Girls — High Schools	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	1	17	17	16
Total	38	7,701	7,633	6,551	358	29,057	27,436	22,256
Primary Schools.								
School Education, General. — For Boys	31	2,033	1,863	1,571	4,029	1,36,278	129,145	102,384
School Education, General. — For Girls	...	...	...	...	154	3,405	3,346	2,576
Total	31	2,033	1,863	1,571	4,183	139,683	132,491	104,960
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters	4	319	309	281	...	...	...	...
Training Schools for Mistresses	...	...	...	...	2	4	4	4
Medical Schools	1	235	237	230	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...
Other Schools	45	2,379	2,140	1,429	...	...	...	...
Total	50	2 933	2,686	1 940	2	4	4	4
Total of Colleges and Schools of Public Instruction	126	13,829	13,308	11,057	4,543	168,744	159,931	127,220

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-*

Class of Institutions.	Public Institutions—(*concluded.*)								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.
	Under Private Management.									
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	10	11	12	13	14	15	16	17	18	19
University Education.										
Arts Colleges.										
English	4	495	470	415	(a) 6	75	67	60	13	931
Oriental	1	90	87	74	...	...	...	...	2	520
Colleges or Departments of Colleges for Professional Training.										
Law	2	185	192	134	2	55	55	50	6	396
Engineering	...	...	...	...	...	...	...	...	1	215
Total ...	7	770	749	623	8	130	122	110	22	2,062
School Education, General.										
Secondary Schools.										
For Boys. High Schools ...	43	8,972	8,885	7,375	2	122	122	105	75	15,970
For Boys. Middle Schools. English ...	41	4,929	4,666	3,775	6	630	593	509	68	7,219
For Boys. Middle Schools. Vernacular ...	10	1,022	979	747	3	264	276	216	357	29,491
For Girls. High Schools ...	8	802	765	675	...	...	...	...	8	802
For Girls. Middle Schools. English ...	14	1,078	995	910	1	38	37	21	15	1,116
For Girls. Middle Schools. Vernacular ...	2	381	383	347	...	...	...	...	3	398
Total ...	118	17,184	16,673	13,829	12	1,054	1,028	851	526	54,996
Primary Schools.										
For Boys	164	6,358	6,117	4,912	25	743	718	524	4,249	145,412
For Girls	167	5,787	5,634	4,389	11	185	207	130	332	9,377
Total ...	331	12,145	11,751	9,301	36	928	925	654	4,581	154,789
Schools for Special Instruction.										
School Education, Special. Training Schools for Masters,	1	23	24	23	...	...	...	...	5	342
Ditto for Mistresses,	...	...	...	...	...	...	...	...	2	4
Medical Schools ...	...	...	...	...	...	...	...	...	1	235
Industrial Schools ...	3	195	210	188	...	...	...	...	3	195
Other Schools	6	880	851	661	2	171	167	126	53	3,439
Total ...	10	1,107	1,085	872	2	171	167	126	64	4,215
Total of Colleges and Schools of Public Instruction ...	466	31,206	30,258	24,625	58	2,283	2 242	1,741	5,193	216,062
Private Institutions ... 1. Advanced teaching— (a) Arabic or Persian									1,419	17,037
(b) Sanskrit									466	5,735
(c) Any other oriental classic									27	287
2. Elementary, teaching a vernacular only or mainly, For Boys ...									3,328	43,147
2. Elementary, teaching a vernacular only or mainly, For Girls ...									96	1,577
3. Elementary, teaching the Koran ... ... For Boys ...									1,044	10,393
3. Elementary, teaching the Koran ... ... For Girls ...									49	496
Total									6,429	78,672
GRAND TOTAL									11,622	294,734

TABLE III—(*concluded*).

Western Provinces and Oudh, for the official year 1889-90.

Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st March according to Race or Creed.					Number of Girls in boys' schools.	Number of Boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
931	814	4	20	16	734	161	...	...	...	(a) Including one girls' institution attended by one girl only.
45	511	9	...	...	464	56	...	...	...	
396	...	...	5	3	319	69	...	...	...	
215	...	...	74	...	101	33	7	...	...	
1,587	1,325	13	99	19	1,618	319	7	...	...	
15,882	11,335	5,075	842	511	11,601	3,003	13	19	...	
6,858	3,440	3,881	408	432	4,962	1,413	4	60	...	
109	1,175	28,926	...	29	22,031	7,431	...	...	...	
800	178	419	660	137	8	1	1	...	32	
761	213	851	465	637	9	...	5	...	28	
120	135	506	...	376	5	17	...	...	...	
24,530	16,476	39,658	2,375	2,122	38,611	11,865	23	79	60	
4,596	1,318	145,996	412	1,675	124,126	19,165	34	161	...	
467	182	9,509	128	1,060	5,518	2,669	2	...	179	
5,063	1,500	155,505	540	2,735	129,644	21,834	36	161	179	
...	183	712	...	23	258	61	...	...	...	
...	...	4	...	...	4	...	...	...	...	
...	...	235	...	46	107	82	...	47	...	
37	...	297	...	102	3	...	...	24	...	
53	835	2,743	...	...	2,892	544	3	...	...	
90	1,018	3,991	...	261	3,264	687	3	71	...	
31,270	20,319	199,167	3,014	5,137	173,137	34,705	69	311	239	
...	17,037	...	...	...	4,604	12,431	2	...	...	
...	5,735	...	...	...	5,691	23	21	...	...	
...	287	...	...	...	212	63	12	...	...	
2,124	9,714	31,937	1	1,062	20,773	11,899	412	...	...	
44	100	1,474	...	270	831	465	11	...	...	
...	10,393	...	...	...	30	10,363	...	...	...	
...	496	...	...	...	6	490	...	2	...	
2,168	43,762	33,411	1	1,332	41,147	35,734	458	2	...	
33,438	64,081	232,578	3,015	6,469	214,284	70,439	527	313	239	

GENERAL

Return of **Expenditure** *on Public Instruction in the North-*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government						
	Provincial Revenues.	Local Funds	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	76,828	3,114	...	14,693	...	1,355	95,990
University Education. — Oriental	13,083	...	...	...	...	100	13,183
University Education. — *Colleges or Departments of Colleges for Professional Training.*							
University Education. — Law	37	...	...	6,934	...	...	6,971
University Education. — Engineering	1,40,679	...	240	...	...	6,700	1,47,619
Total	2,30,627	3,114	240	21,627	...	8,155	2,63,763
Secondary Schools.							
School Education, General. — For Boys... High Schools	7,392	1,27,936	10,573	80,174	442	4,049	2,30,566
School Education, General. — For Boys... Middle Schools English	...	19,837	623	6,733	304	93	27,590
School Education, General. — For Boys... Middle Schools Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls.. High Schools	...	...	...	...	...	...	...
School Education, General. — For Girls.. Middle Schools English	...	...	...	...	...	...	...
School Education, General. — For Girls.. Middle Schools Vernacular	...	...	...	...	...	...	...
Total	7,392	1,47,773	11,196	86,907	746	4,142	2,58,156
Primary Schools.							
School Education, General. — For Boys	...	3,793	3,464	6,198	585	755	14,795
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	...	3,793	3,464	6,198	585	755	14,795
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters	...	36,829	..	...	...	14	36,843
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	21,862	...	...	...	4,812	...	26,671
School Education, Special. — Industrial Schools	...	...	...	...	...	...	..
School Education, Special. — Other Schools	...	7,945	...	13,748	537	1,395	23,625
Total	21,862	44,774	...	13,748	5,349	1,409	87,142
Buildings	34,263	24,378	669	6	300	2,016	61,632
Furniture and Apparatus (Special grants only)	...	1,942	80	1,899	...	...	3,921
Total	34,263	26,320	749	1,905	300	2,016	65,553
Scholarships held in — *University*	...	...	...	...	...	...	...
Scholarships held in — *Direction*	...	...	...	...	...	...	...
Scholarships held in — *Inspection*	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training schools,	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	2,94,144	2,25,774	15 649	1,30,385	6,980	16,477	6,89,409

TABLE IV.

Western Provinces and Oudh, for the official year 1889-90.

Institutions.

Management.

Managed by Local Fund and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	..	...	...	...	...
...	...	...	...	...	...	...
360	2,462	7,241	2,898	634	...	13,095
...	1,25,111	7,352	34,552	216	490	1,67,721
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	480	670	...	...	...	1,150
360	1,28,053	15,263	36,950	850	490	181,966
300	4,83,233	18,281	19,286	1,900	115	5,23,115
...	13,564	4,085	...	...	...	17,649
300	4,96,797	22,366	19,286	1,900	115	5,40,764
...	...	...	...	...	...	...
...	48	...	...	...	...	48
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	48	...	...	...	...	48
...	77,258	335	780	235	9,512	88,120
...	11,799	145	632	98	...	12,674
...	89,057	480	1,412	333	9,512	100,794
...	...	...	...	..	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	..
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
660	7,13,955	38,109	57,648	3,023	10,117	8,23,572

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education. — English	32,427	3,296	6,850	16,188	2,575	48,573	1,09,909
University Education. — Oriental	2,661	...	...	42	...	3,228	5,931
Colleges or Departments of Colleges for Professional Training.							
University Education. — Law	2,445	...	...	3,663	...	474	6,582
University Education. — Engineering	...	...	...	...	...	...	...
Total	**37,533**	**3,296**	**6,850**	**19,893**	**2,575**	**52 275**	**1,22,422**
Secondary Schools.							
School Education, General. — For Boys... High Schools	59,672	48,809	16,215	94,177	16,066	93,223	3,28,162
School Education, General. — For Boys... Middle Schools. English	7,957	18,006	7,146	27,196	6,002	20,382	86,688
School Education, General. — For Boys... Middle Schools. Vernacular	..	2,516	336	1,404	570	2,783	7,609
School Education, General. — For Girls... High Schools	22,009	1,800	60	45,353	3,035	41,206	1,13,463
School Education, General. — For Girls... Middle Schools. English	13,725	7,470	...	35,445	1,039	23,326	81,005
School Education, General. — For Girls... Middle Schools. Vernacular	...	3,360	130	55	300	12,680	16,525
Total	**1,03,363**	**81,961**	**23,886**	**2,03,630**	**27,012**	**1,93,600**	**6,33,452**
Primary Schools.							
School Education, General. — For Boys	9,412	10,756	2,536	7,717	10,886	21,856	63,163
School Education, General. — For Girls	7,664	15,695	1,608	2,527	10,491	28,421	66,406
Total	**17,076**	**26,451**	**4,144**	**10,244**	**21,377**	**50,277**	**1,29,569**
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters	...	600	...	...	...	2,065	2,665
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	1,560	...	...	...	4,868	6,428
School Education, Special. — Other Schools	1,200	4,200	360	1,172	1,472	2,326	10,790
Total	**1,200**	**6,420**	**360**	**1,172**	**1,472**	**9,259**	**19,883**
Buildings	12,076	2,473	53	10,450	17,718	27,233	70,003
Furniture and Apparatus (Special grants only)	54	68	365	3,069	1,919	2,493	7,908
Total	**12,130**	**2,541**	**418**	**13,519**	**10,637**	**29,666**	**77,911**
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools,	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction...	**1,71,302**	**1,20,663**	**35,658**	**2,48,458**	**72,073**	**3,35,077**	**9,83,237**

TABLE IV—(*concluded*).

North-Western Provinces and Oudh, for the official year 1889-90.

Institutions				Total expenditure from—					Grand Total.
Management.									
Unaided.									
Fees.	Subscriptions	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
2,300	11,064	8,059	21,423	1,09,255	6,410	6,859	33,181	71,626	2,27,822
...	...	...	...	15,744	...	...	42	3,328	19,114
70	...	...	70	2,482	...	...	10,667	474	13,623
...	...	...	...	1,40,679	...	240		6,700	1,47,619
2,370	11,064	8,059	21,493	2,68,160	6,410	7,090	43,890	82 128	4,07,678
12,360	...	8,859	21,219	67,064	1,76,745	26,788	1,86,711	1,22,639	5,79,947
21,852	860	11,066	33,778	8,317	40,305	15,000	58,179	39,341	1,61,151
180	713	693	1,595	...	1,27,627	7,688	36,145	5,465	1,76,925
...	...	...	...	22,009	1,800	60	45,353	44,241	1,13,463
1,584	...	...	1,584	13,725	7,470	...	37,029	24,365	82,589
...	...	...	...	...	3,840	800	55	12,980	17,675
35,985	1,573	20,618	58,176	1,11,115	3,57,767	50,345	3,63,472	2,49,031	11,31,750
313	771	2,895	3,979	9,712	4,07,782	24,281	83,514	39,763	6,05,052
5	...	994	999	7,664	29,259	5,693	2,532	39,906	85,054
318	771	3,889	4,978	17,376	5,27,041	29,974	36,046	79,669	6,90,106
...	...	...	...	...	37,429	...	...	2,079	39,508
...	...	...	...	...	48	...	...	...	48
...	...	...	...	21,862	...	...	...	4,812	26,674
...	...	...	...	...	1,560	...	...	4,868	6,428
685	...	2,036	2,721	1,200	12,205	360	15,605	7,766	37,136
685	...	2,036	2,721	23,062	51,242	360	15,605	19,525	1,09,794
...	554	366	920	46,339	1,04,109	1,057	11,236	57,934	2,20,675
25	4,957	517	5,499	54	13,809	590	5,625	9,924	30,002
25	5,511	883	6,419	46,393	1,17,918	1,647	16,861	67,858	2,50,677
..	...	...	...	...	...	...	19,707	...	19,707
...	...	...	...	41,014	...	...	...	...	41,014
...	...	...	...	...	2,38,278	...	...	...	2,88,278
...	...	...	...	9,577	2	696	...	16,177	26,152
...	...	...	...	...	...	...	...	6,790	6,790
...	...	...	...	6,696	26,005	4,271	235	13,268	50,475
...	...	...	...	67	34	120	120	4,346	4,696
...	...	...	...	13,090	..	3,240	...	666	16,906
...	...	...	...	2,873	21,478	284	28,753	9,665	63,053
...	...	...	...	73,227	2,85,797	8,620	48,815	50,912	4,67,371
39,333	18,919	35,495	93,787	5,39,333	13,46,195	98,036	5,24,689	5,49,123	30,57,376

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Government ...	English ...	38	7,701	959	...	959	2,370	...	2,370
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	2	93	...	...	...	23	...	23
		Vernacular ...	339	27,517	...	...	...	6,243	...	6,243
	Municipal ...	English ...	11	742	...	...	...	143	...	143
		Vernacular ...	5	688	...	...	...	117	...	117
	Aided ...	English ...	84	13,901	1,124	...	1,124	3,106	...	3,106
		Vernacular ...	10	1,022	...	...	...	163	...	163
	Unaided ...	English ...	8	752	11	...	11	205	...	205
		Vernacular ...	3	264	...	...	...	56	...	56
	Total	...	**500**	**52,680**	**2,094**	...	**2,094**	**12,426**	...	**12,426**
For Girls ...	Government ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Municipal ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	17	...	...	...	...	17	17
	Aided ...	English ...	22	1,880	...	83	83	...	448	448
		Vernacular ...	2	351	...	...	...	...	30	30
	Unaided ...	English ...	1	88	...	...	...	...	6	6
		Vernacular ...	...	...	...	...	...	...	...	...
	Total	...	**26**	**2,316**	...	**83**	**83**	...	**501**	**501**
Total, Secondary Schools		...	**526**	**54,996**	**2,094**	**83**	**2,177**	**12,426**	**501**	**12,927**
Primary Schools—										
For Boys, ...	Government ...	...	31	2,033	...	...	...	...	...	...
	Local Fund ...	...	3,979	134,313	...	...	...	...	...	...
	Municipal ...	...	50	1,965	...	...	...	...	...	...
	Aided ...	...	164	6,358	...	...	...	...	...	...
	Unaided ...	...	25	743	...	...	...	...	...	...
	Total	...	**4,249**	**145,412**	...	...	...	...	...	...
For Girls ...	Government ...	...	...	...	...	...	...	...	...	...
	Local Fund ...	...	140	2,097	...	...	...	...	...	...
	Municipal ...	...	14	408	...	...	...	...	...	...
	Aided ...	...	167	5,787	...	...	...	...	...	...
	Unaided ...	...	11	185	...	...	...	...	...	...
	Total	...	**332**	**9,377**	...	...	...	...	...	...
Total, Primary Schools		...	**4,581**	**154,789**	...	...	...	...	...	...
GRAND TOTAL		...	**5,107**	**209,785**	**2,094**	**83**	**2,177**	**12,426**	**501**	**12,927**

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1889-90

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,239	...	2,239	2,133	...	2,133	...	...	...	7,701	...	7,701
...	...	...	...	...	...	...	...	...	...	...	...
11	...	11	59	...	59	...	...	...	93	...	93
6,125	...	6,125	13,624	...	13,624	1,525	...	1,525	27,517	...	27,517
176	...	176	423	...	423	...	...	..	742	...	742
153	...	153	383	...	383	35	...	35	688	...	688
2,866	...	2,866	6,597	...	6,597	208	...	208	13,901	...	13,901
192	...	192	583	...	583	84	...	84	1,022	...	1,022
187	...	187	343	...	343	6	...	6	752	...	752
57	...	57	146	...	146	5	...	5	264	...	264
12,006	...	12,006	24,291	...	24,291	1,863	...	1,863	52,680	...	52,680
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	....	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	17	17
...	405	405	...	765	765	...	179	179	...	1,880	1,880
...	39	39	...	292	292	..	20	20	...	381	381
...	14	14	...	15	15	...	3	3	...	38	38
...	...	...	...	...	...	...	...	...	...	...	...
...	458	458	...	1,072	1,072	...	202	202	...	2,316	2,316
12,006	458	12,464	24,291	1,072	25,363	1,863	202	2,065	52,680	2,316	54,996
23	...	23	1,070	...	1,070	40	...	40	2,033	...	2,033
24,505	...	24,505	98,350	...	98,350	11,458	...	11,458	1,34,313	...	1,34,313
206	...	206	1,416	...	1,416	343	...	343	1,965	...	1,965
553	...	553	4,454	...	4,454	1,351	...	1,351	6,358	...	6,358
98	...	98	469	...	469	176	...	176	743	...	743
25,385	...	25,385	106,659	...	106,659	13,368	...	13,368	1,45,412	...	1,45,412
...	...	...	...	...	...	...	...	...	...	...	...
...	146	146	...	2,334	2,334	...	517	517	...	2,997	2,997
...	58	58	...	346	346	...	4	4	...	408	408
...	379	379	...	4,199	4,199	...	1,209	1,209	...	5,787	5,787
...	...	...	...	132	132	...	53	53	...	185	185
...	583	583	...	7,011	7,011	...	1,783	1,783	...	9,377	9,377
25,385	583	25,968	106,659	7,011	113,670	13,368	1,783	15,151	145,412	9,377	154,789
37,391	1,041	38,432	130,950	8,083	13,09,433	15,231	1,985	17,216	193,092	11,693	209,785

GENERAL

Return showing the **Results of Prescribed Examinations** *in the North-*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	3	...	4	7	8	...	7	22
2. Bachelor of Arts	2	4	...	6	26	50	...	5	81
3. B. Sc. ...	...	...	...	...	...	...	...	...	...
4. First Arts Examination ...	3	4	5	12	142	176	38	35	391
Oriental Colleges.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (*a*) ...	1	...	...	1	52	...	...	1	53
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (*b*) ...	2	3	3	8	103	11	11	4	129
„ „ „ Arabic (*c*) ...	...	1	...	1	...	1	...	...	1
„ „ „ Persian ...	...	...	...	...	...	...	...	...	...
5 Proficiency in Sanskrit (*d*) ...	2	5	5	12	59	28	12	18	117
„ „ Arabic (*e*) ...	...	3	...	3	...	12	...	3	15
„ „ Persian (*f*) ...	...	2	1	3	...	11	1	...	12
„ „ Urdu	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law (*g*)	2	2	1	5	9	21	1	...	31
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery,	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. { First M B. ...	...	...	...	...	...	...	...	...	...
{ First L. M. S. ...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific... ...	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	1	...	...	1	13	...	...	...	13
2. B. C E.	1	...	...	1	25	...	...	...	25
3. L. C. E.	1	...	...	1	37	...	...	...	37
4 First L. C. E.	1	...	...	1	233	...	...	...	233
Teaching.									
1. Licentiate in Teaching ...	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation ... { Boys ...	30	49	6	85	437	603	53	243	1,308
{ Girls ...	...	5	...	5	...	17	...	2	19
Middle School examination. { Boys ...	371	95	19	488	3,530	1,531	189	2,682	7,932
{ Girls ...	...	4	...	4	...	21	...	...	21
Upper Primary examination. { Boys ...	2,432	192	12	2,636	9,310	1,773	82	...	11,165
{ Girls ...	14	27	...	41	30	300	...	...	330
Lower Primary examination. { Boys ...	4,261	195	25	4,481	20,769	2,522	193	...	23,484
{ Girls ...	64	115	2	181	118	564	35	...	717
Schools for Special Instruction.									
1. Training School examination for Masters. { Upper ...	...	1	...	1	...	10	...	...	10
{ Lower ...									
2. Training School examination for Mistresses. { Upper ...	...	...	...	...	...	...	...	...	...
{ Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	29	...	...	...	29
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...

(*a*) Acharya Examination of the Sanskrit College, Benares.
(*b*) Madhyama Pariksha Examination of the Sanskrit College
(*c*) Maulvi Fazil Examination of the Panjáb University.
(*d*) Prajna and Visharad Examinations, Panjáb University and
(*e*) Maulvi and Maulvi Alim Examinations, Panjáb University
(*f*) Munshi and Munshi Alim Examinations, Punjáb University.
(*g*) L. L. B. Examination of the Allahabad University and B. L.
*Roorkee College

TABLE VI.

Western Provinces and Oudh, during the official year 1889-90.

Number passed.					Race or Creed of passed Scholars.					Remarks.
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus	Muhammadans.	Others.	
11	12	13	14	15	16	17	18	19	20	21
5	4	...	3	12	...	...	12	...	...	
14	31	...	1	46	3	3	37	2	1	
...	...	...	...	...	...	...	...	...	...	
87	95	22	15	219	6	2	172	36	3	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
38	...	...	1	39	...	...	39	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
54	5	7	3	69	...	...	69	...	...	
...	1	...	...	1	...	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	
20	8	1	5	34	...	...	34	...	...	
...	5	...	1	6	...	...	...	6	...	
...	9	...	...	9	...	...	1	8	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
6	9	...	...	15	...	...	14	1	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
12	...	...	...	12	5	...	6	...	1	Engineer*.
25	...	...	...	25	16	...	6	3	...	Upper Subordinate.*
37	...	...	...	37	...	...	31	6	...	Lower Subordinate.*
76	...	...	...	76	27	...	41	8	...	College Entrance.*
...	...	...	...	...	...	...	...	...	...	
269	262	27	52	610	32	9	443	119	7	
...	12	...	...	12	12	...	...	...	...	
1,972	588	40	485	3,094	...	28	2,324	742	...	
...	6	...	...	6	...	6	...	...	...	
6,073	1,000	40	...	7,113	2	46	5,737	1,324	4	
21	185	...	...	206	2	32	60	52	...	
14,633	1,465	112	...	16,210	...	131	13,357	2,721	1	
76	334	22	...	432	6	77	137	212	...	
...	10	...	...	10	...	10	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
28	...	...	...	28	...	3	10	15	...	
...	...	...	...	...	...	...	...	...	...	

Benares and Shastri Examination of the Panjáb University.

Prathama Pariksha Examination of the Sanskrit College, Benares.
and Mulla Examination.

Examination of the Calcutta University and High Court Vakil Examination.
Examinations.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.			Expenditure of				
			In Institutions managed				
			Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1			2	3	4	5	6
							Rs.
University Education.	*Arts Colleges.*						
	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Engineering		...	...	...	...	...
	Total ...		...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys ...	High Schools	...	...	...	...	...
		Middle Schools. English	2	93	68	40	...
		Middle Schools. Vernacular ...	339	27,517	25,983	21,096	...
	For Girls ...	High Schools	...	...	...	...	...
		Middle Schools. English	...	...	...	...	...
		Middle Schools. Vernacular ...	...	...	...	...	...
	Total ...		341	27,610	26,051	21,145	...
	Primary Schools.						
	For Boys		3,979	134,313	127,295	100,852	300
	For Girls		140	2,997	2,947	2,289	..
	Total ...		4,119	137,310	130,242	103,141	300
School Education, Special.	*Schools for Special Instruction.*						
	Training Schools for Masters		...	...	...	...	...
	Training Schools for Mistresses		2	4	4	4	...
	Industrial Schools		...	...	...	...	...
	Other Schools		...	...	...	...	...
	Total ...		2	4	4	4	...
Buildings			...	...	...	...	...
Furniture and Apparatus (Special grants only)			...	...	...	...	...
	Total ...		...	...	...	...	...
Inspection			...	...	...	...	...
Scholarships held in ...	Arts Colleges		...	...	...	...	...
	Secondary Schools		...	...	...	...	...
	Primary Schools		...	...	...	...	...
	Special Schools other than Training Schools.		...	...	...	...	..
Miscellaneous			...	...	...	..	...
	Total ...		...	...	...	...	
	GRAND TOTAL ...		4,462	164,924	156,297	124,290	300

TABLE VII.

Instruction in the North-Western Provinces and Oudh, for the official year 1889-90.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by —			
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	3,114	...	3,296	6,410
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	3,114	...	3,296	6,410
...	...	...	...	...	...	1,27,936	...	48,809	1,76,745
146	123	223	164	...	656	19,837	2,316	18,006	40,305
1,25,111	4,027	33,804	210	490	1,63,648	...	...	2,516	1,27,627
...	...	...	...	...	...	...	...	1,800	1,800
...	...	...	...	...	...	...	...	7,470	7,470
...	...	...	...	...	...	...	480	3,360	3,840
1,25,257	4,150	34,027	38[illegible]	490	1,64,304	1,47,773	2,796	81,961	3,57,787
4,81,858	6,906	16,321	1,74[illegible]	115	5,07,239	3,793	1,380	10,756	4,97,782
13,560	683	...	...	...	14,247	...	...	15,695	29,259
4,95,417	7,589	16,321	1,744	115	5,21,486	3,793	1,380	26,451	5,27,041
...	...	...	...	...	...	36,829	...	600	37,429
48	...	...	...	...	48	...	...	...	48
...	...	...	...	...	...	...	...	1,560	1,560
...	...	...	...	...	...	7,945	...	4,260	12,205
48	...	...	...	...	48	44,774	...	6,420	51,242
77,258	281	780	235	...	78,554	24,378	...	2,473	1,04,109
11,799	...	632	...	...	12,431	1,942	...	68	13,809
89,057	281	1,412	235	...	90,985	26,320	...	2,541	1,17,918
...	...	...	...	...	...	...	...	...	2,38,278
...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	..	...	...	26,005
...	...	...	...	...	...	...	...	...	31
...	...	...	...	...	...	...	. .	...	...
...	...	...	...	...	...	...	...	...	21,478
...	...	...	...	...	...	...	. .	...	2,85,797
7,09,779	12,020	51,7	2,359	650	7,76,323	2,25,7	4,176	1,20,669	17,46,195

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.			Expenditure of					
			In Institutions managed					
			Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1			17	18	19	20	21	22
	Arts Colleges.						Rs.	Rs.
University Education.	English		...	...	...	...	...	...
	Oriental		...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Engineering		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	Secondary Schools.							
School Education, General.	For Boys ...	High Schools	...	...	...	...	...	...
		Middle Schools English ...	11	742	724	581	360	7,118
		Middle Schools Vernacular ...	5	688	644	514	...	3,325
	For Girls ...	High Schools	...	...	...	...	...	...
		Middle Schools English ...	...	...	...	...	...	...
		Middle Schools Vernacular ...	1	17	17	16	...	670
	Total ...		17	1,447	1,385	1,111	360	11,113
	Primary Schools.							
	For Boys		50	1,965	1,850	1,532	...	11,375
	For Girls		14	408	399	287	...	3,402
	Total ...		64	2,373	2,249	1,819	...	14,777
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters		...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...	...
	Industrial Schools		...	...	...	...	...	...
	Other Schools		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	Buildings		...	...	...	...	...	54
	Furniture and Apparatus (Special grants only) ...		...	...	...	...	...	145
	Total ...		...	...	...	...	...	199
	Inspection		...	...	...	...	...	...
	Scholarships held in ...	Arts Colleges	...	...	...	...	...	...
		Secondary Schools ...	...	...	...	...	...	...
		Primary Schools	...	...	...	...	...	...
		Special Schools other than Training Schools.	...	...	...	...	...	...
	Miscellaneous		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	GRAND TOTAL ...		81	3,820	3,634	2,930	360	6,0820

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh, for the official year 1889-90.

Municipal Boards on Public Instruction.									
by Municipal Boards					In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	6,850	6,850	13,260
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	240	...	...	240	240
...	...	...	...	...	240	...	6,850	7,090	13,500
..		...	...	...	10,573	...	16,215	26,788	2,03,533
2,316	2,175	470	...	12,439	623	123	7,145	15,009	55,314
..	748	...	...	4,073	...	4,027	336	7,688	1,35,315
...	...	...	...	...	...	...	60	60	1,860
...	...	...	...	...	...	...	...	...	7,470
480	...	...	...	1,150	...	...	130	800	4,610
2,796	2,923	470	...	17,662	11,196	4,150	23,886	50,345	4,08,132
1,380	2,965	156	...	15,876	3,464	6,906	2,536	24,281	5,22,063
...	...	...	...	3,402	...	683	1,608	5,693	34,952
1,380	2,965	156	...	19,278	3,464	7,589	4,144	29,974	5,57,015
...	...	...	...	...	...	...	...	...	37,429
...	...	...	...	...	...	...	...	...	48
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	360	360	12,565
...	...	...	...	...	...	...	360	360	51,602
...	...	...	9,512	9,566	669	281	53	1,057	1,05,166
...	...	98	...	243	80	...	365	590	14,399
...	...	98	9,512	9,809	749	281	418	1,647	1,19,565
...	...	...	...	...	...	...	...	...	2,38,278
...		...	...	...	...	...	...	696	698
...	...	...	...	...	...	...	...	4,271	30,276
...	...	...	...	...	...	...	...	129	163
...	...	...	...	...	...	...	...	3,240	3,240
...	...	...	...	...	...	...	...	284	21,762
...	...	...	...	...	...	...	...	8,620	2,94,417
4,176	5,888	724	9,512	46,749	15,649	12,020	35,658	98,036	14,44,231

GENERAL

Return of **Public Colleges, Schools** *and* **Scholars** *in the*

(For Europeans

Class of Institutions.	Public Institutions.							
	Under Private management.							
	Aided by Government.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	...	...	...	...	3	12	6	6
Total ...	...	...	...	...	3	12	6	6
Secondary Schools.								
School Education, General. — For Boys ... High Schools ...	7	706	666	639	2	122	122	105
For Boys ... Middle Schools. English ...	5	238	217	185	1	168	150	143
For Girls ... High Schools ...	6	586	563	513	...	...	...	...
For Girls ... Middle Schools. English ...	7	481	372	331	1	38	37	21
Total ...	25	1,961	1,818	1,668	4	328	309	269
Primary Schools:								
For Boys	8	385	356	278	1	14	12	10
For Girls	5	130	130	114	...	...	...	...
Total ...	13	515	486	392	1	14	12	10
GRAND TOTAL ...	38	2,476	2,304	2,060	8	354	327	285

TABLE III.

North-Western Provinces and Oudh, for the official year 1889-90.

AND EURASIANS.)

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in boys' schools.	Number of Boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
3	12	12	9	4	12	...	...	...	...	...	...	
3	12	12	9	4	12	...	...	...	...	...	...	
9	828	828	483	605	820	1	5	1	1	19	...	
6	406	406	65	124	400	1	5	...	...	60	...	
6	586	586	141	214	581	2	...	...	...	...	32	
8	469	469	76	...	464	...	...	...	5	...	28	
29	2,289	2,289	765	943	2,268	4	10	1	6	79	60	
9	399	399	...	47	398	...	...	...	1	147	...	
5	130	130	...	...	128	1	1	...	...	...	27	
14	529	529	...	47	526	1	1	...	1	147	27	
64	2,830	2,830	774	994	2,806	5	11	1	7	226	87	

GENERAL

Return of **Expenditure** *on Public Institutions for Europeans and Eurasians in the North-*

Objects of expenditure.			Public						
			Under Private						
			Aided by Government.						
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6	7	8
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	Arts Colleges.								
University Education.	English		...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
	Secondary Schools								
School Education, General.	For Boys — High Schools		21,445	200	720	29,501	1,175	38,728	91,778
	For Boys — Middle Schools—English ...		5,497	...	360	8,787	130	4,676	19,450
	For Girls — High Schools		20,209	...	60	43,969	3,035	34,249	1,01,522
	For Girls — Middle Schools—English ...		11,925	90	...	34,521	679	...	47,215
	Total	...	59.076	299	1,140	1,16,778	5,019	77,653	2,59,965
	Primary Schools.								
	For Boys		7,132	...	740	4,030	285	3,307	16,394
	For Girls		3,284	...	360	1,575	599	1,950	7,768
	Total	...	10,716	...	1,100	6,205	884	5,257	24,162
Buildings		...	12,076	300	...	8,803	13,510	250	34,939
Furniture and Apparatus (Special grants only)		...	54	...	...	2,898	1,133	570	4,655
	Total	...	12,130	300	...	11,701	14,643	820	39,594
Inspection		...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges		...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools		...	...	...	...	...	...	...	...
Scholarships held in — Primary Schools		...	...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction		...	81,922	599	2,240	1,34,684	20,546	83,730	3.23'721

TABLE IV.

Western Provinces and Oudh, for the official year 1889-90.

Institutions.									
management.				Total Expenditure from—					
Unaided.									Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
922	3,400	1,210	5,532	...	...	...	922	4,610	5,532
922	**3,400**	**1,210**	**5 532**	...	...	...	**922**	**4,610**	**5,532**
12,360	...	8,859	21,219	21,445	209	720	41,861	48,762	1,12,997
20,073	...	8,000	28,073	5,497	...	360	28,860	12,806	47,523
...	...	...	...	20,209	...	60	43,969	37,284	1,01,522
1,584	...	...	1,584	11,925	90	...	36,105	679	48,799
34,017	...	**16,859**	**50,876**	**59,076**	**299**	**1,140**	**1,50,795**	**99,531**	**3,10,841**
214	31	665	910	7,432	...	740	4,844	4,288	17,304
...	...	...	...	3,284	...	360	1,575	2,549	7,768
214	**31**	**665**	**910**	**10,716**	...	**1,100**	**6,419**	**6,837**	**25,072**
...	554	...	554	12,076	300	...	8,803	14,314	35,493
...	4,937	...	4,937	54	...	...	2,898	6,040	9,592
...	**5,491**	...	**5,491**	**12,130**	**300**	...	**11,701**	**20,954**	**45,085**
...	...	...	...	...	553	...	...	...	553
...	...	...	...	96	...	...	..	...	96
...	...	...	...	44	...	...	...	245	289
...	...	...	...	...	...	...	...	275	275
...	...	...	...	...	...	...	551	3,195	3,746
...	...	...	...	140	553	...	551	3,715	4,959
35,153	**8,922**	**18,734**	**62,809**	**2,062**	**1,152**	**2,240**	**1,70,388**	**1,35,647**	**3,91,489**

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for Europeans and Eurasians for

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided ... English ...	12	944	99	...	99	323	...	323
For Boys ... Unaided ... English ...	3	290	11	...	11	128	...	128
Total ...	**15**	**1,234**	**110**	...	**110**	**451**	...	**451**
For Girls ... Aided ... English ...	13	1,017	...	53	53	...	363	363
For Girls ... Unaided ... English ...	1	38	...	...	...	...	6	6
Total ...	**14**	**1,055**	...	**53**	**53**	...	**369**	**369**
Total, Secondary Schools ...	**29**	**2,289**	**110**	**53**	**163**	**451**	**369**	**820**
Primary Schools—								
For Boys ... Aided	8	385	...	...	...	...	...	...
For Boys ... Unaided	1	14	...	...	...	...	...	...
Total ...	**9**	**399**	...	...	...	...	...	...
For Girls ... Aided	5	130	...	...	...	...	...	...
Total ...	**5**	**130**	...	...	...	...	...	...
Total, Primary Schools ...	**14**	**529**	...	...	...	...	...	...
GRAND TOTAL ...	**43**	**2,818**	**110**	**53**	**163**	**451**	**369**	**820**

TABLE V.

General Education in the North-Western Provinces and Oudh, at the end of the official year 1889-90.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
252	...	252	146	...	146	124	...	124	944	...	944
98	...	98	47	...	47	6	...	6	290	...	290
350	...	350	193	...	193	130	...	130	1,234	...	1,234
...	262	262	...	196	196	...	143	143	...	1,017	1,017
...	14	14	...	15	15	...	3	3	...	38	38
...	276	276	...	211	211	...	146	146	...	1,055	1,055
350	276	626	193	211	404	130	146	276	1,234	1,055	2,289
102	...	102	117	...	117	166	...	166	385	...	385
6	...	6	3	...	3	5	...	5	14	...	14
108	...	108	120	...	120	171	...	171	399	...	399
...	38	38	...	42	42	...	50	50	...	130	130
...	38	38	...	42	42	...	50	50	...	130	130
198	38	146	120	42	162	171	50	221	399	130	529
458	314	772	313	253	566	301	196	497	1,633	1,185	2,818

ORDERS OF GOVERNMENT.

No. $\frac{42E.}{III—48-59-V}$ of 1891.

FROM

THE SECRETARY TO GOVERNMENT,

N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 14TH JANUARY 1891.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge your report on the administration of the Department of Public Instruction for 1889-90. It was not received in this office till six weeks after the date of its despatch from yours, the interval having been taken up in passing it through the Press.

2. The total expenditure, as deduced from the appendices, on institutions under the control of your Department during the year under report, with the addition of a small sum on account of Government scholarships held by pupils at independent schools, was Rs. 27,43,949, distributed in the following proportions over the separate sources of income :—

	Rs.
Public funds	... 17,02,928
Municipal	... 94,556
Fees	... 4,71,552
Endowments, &c.	... 4,74,913
Total	... 27,43,949

In reviewing your report for last year the opportunity was taken of comparing the extent to which education was indebted for support to the State and to private sources of income, respectively, in that year and in 1885, and it was found that there was a marked and healthy tendency to relieve the former at the expense of the latter. It is satisfactory to find that the tendency has been maintained during the year under report. With an increase in the total expenditure of Rs. 1,90,369, the cost to public funds is now less by Rs. 1,09,529 than it was in 1885, while the income from fees has increased by Rs. 2,13,598, that is to say, nearly doubled. The only material difference between the figures for this and the preceding year was an increase of Rs. 65,000, or more than 16 per cent., in the receipts from that source.

3. The total expenditure, direct and indirect from all sources, public or private, was distributed as follows over the various classes of education :—

	Rs.	*Percentage of total.*
University	3,29,841	12
Secondary	14,59,730	53
Primary	8,84,854	32·5
Special	69,109	2·5
Total ...	27,43,534	100

It was remarked in the review of your last report that you had not distributed the indirect expenditure by the sources from which it was derived, and a similar omission in the report for the past year renders it impossible to ascertain with exactness in what proportions the contribution from the funds of the State to the total expenditure was distributed over the different stages of education. The proportions of its contribution to the direct expenditure on each is shown in the following abstract from the tables in the text of your report :—

(Distribution of direct expenditure from public funds only.)

	Rs.	*Percentage of total.*
University	1,33,891	11·2
Secondary	4,68,902	39
Primary	5,44,417	46
Special	45,383	3·8
Total ...	11,92,593	100

The total direct expenditure on primary education is slightly less than it was last year. There has been a small increase in the expenditure on college and secondary education, and a considerable proportionate increase in the case of special education.

4. The progress of University education is marked by a continued increase in the students on the roll monthly at the English colleges, which is not accompanied by any corresponding development of the Oriental colleges. The numbers at each class of college for the last three years are exhibited in the following table :—

		1888.	1889.	1890.
English colleges and college departments of high schools.	State	284	293	370
	Aided	317	373	470
	Unaided	49	52	67
	Total, English ...	650	718	907
	Total, Oriental ...	548	520	508
	GRAND TOTAL ...	1,198	1,238	1,415

The number of self-supporting students has risen within the same time from 378 to 667 : that is to say, the proportion of the whole number of students in receipt of assistance from the State has been reduced within the last two years from 42 to 26 per cent., while the pupils at the Arts colleges, aided and unaided (excluding those at college classes in the high schools) have increased from 583 to 810, or by 38 per cent. The increase in the direct expenditure from all sources on the same institutions has only been Rs. 19,592 on a previous total of Rs. 1,82,320; and the average cost per pupil has been reduced from Rs. 313 to Rs. 244. Of this increase, comparatively small as it is, nearly the whole has been met from fees, and the cost to the State has remained practically stationary. These figures afford a satisfactory proof that the whole of the expansion of higher English education is due to the spontaneous demand among the people themselves, and is in no way stimulated by State subventions. Of the individual colleges Agra, at which the numbers in 1885 had fallen as low as 45, has increased within the last two years from 97 to 175, or by over 80 per cent. At the other colleges the increase, actual and proportional within the same period, has been as follows :—

	1888.	1890.	Percentage.
Muir	171	205	20
Queen's	95	135	42
Canning	128	164	28
Aligarh	47	61	30
Bareilly	45	70	56

It is satisfactory to notice that both the State and the aided institutions participate fully in the advance that has been made since the opening of the Allahabad University, and that none of the local centres of higher education show indications of decay. The existing accommodation at the colleges is already barely adequate, and it will become a question of urgent importance whether the increasing number of students should be provided for by additions to the staff and buildings at the colleges now in existence, or by the creation of new colleges, or by strengthening the college classes at high schools, and adding to their number. In this matter Government will necessarily be guided to a great extent by the nature and direction of the local demand, as indicated by the willingness of the residents at the principal towns to contribute to the increased burden of expenditure, and by the action taken by the controlling bodies of the great aided colleges.

5. Twelve candidates went up to the examinations at the Calcutta University, and one of these, Babu Satis Chandra Banerjee, from the Agra College, stood first in order of merit in English literature. All the remaining candidates for University distinction went up for the examinations at Allahabad. The results of the examinations, as they

have affected each class of college for the last three years, are compared in the following table:—

		1888.			1889.			1890.		
		Sent up.	Passed.	Percentage.	Sent up.	Passed.	Percentage.	Sent up.	Passed.	Percentage.
M. A.	State ...	14	10	71	10	5	50	7	5	71
	Aided ...	2	2	100	6	3	50	8	4	50
	Unaided ...	...	...	...	...	...	...	...	...	...
	Total ...	16	12	75	16	8	50	15	9	60
B. A.	State ...	32	13	40	39	29	74	26	14	53
	Aided ...	47	27	57	59	32	54	50	31	62
	Unaided ...	...	...	...	...	...	...	...	...	...
	Total ...	79	40	50	98	61	62	76	45	59
Intermediate	State ...	75	21	28	143	71	50	142	87	61
	Aided ...	79	36	45	148	70	47	176	95	54
	Unaided ...	21	7	33	35	16	45	38	22	58
	Total ...	175	64	36	326	157	48	356	204	57

It would appear that success in the examinations, as well as the expansion in point of numbers, has been very evenly distributed over the State and the aided colleges. The proportion of the number who passed all the examinations to the total number on the rolls was, for the State colleges in 1888, 15 per cent.; in 1889, 36 per cent., and in 1890, 28 per cent.; and in the aided colleges 20 per cent., 28 per cent., and 27 per cent.; and the average of the three years, 26 per cent. for the former and 25 per cent. for the latter. The expenditure from public funds for each pupil has fallen in the State colleges from Rs. 282 in 1888 to Rs. 226 in 1890, and has averaged Rs. 264: in the aided colleges it has fallen from Rs. 107 to Rs. 74, with an average of Rs. 91. It is highest at the Muir College, where the cost of each pupil to the State was Rs. 233 in 1890, and during the last three years has averaged Rs. 275, or more than three times the average at aided institutions. This high rate of expenditure has, however, been deliberately accepted by the State in the discharge of its duty to provide a high standard of education, to which the aided institutions may be encouraged to conform.

6. The progress of secondary education during the last three years is shown in the following tables, the first of which distributes the pupils by the class of school, and the course of education:—

		State.	Aided.	Independent.	Total.	Fees realized.
						Rs.
English	1888	8,087	15,437	576	24,100	81,910
	1889	8,635	14,767	417	23,849	85,538
	1890	8,536	15,781	790	25,107	89,305
Vernacular	1888	36,776	1,570	1,066	39,412	20,527
	1889	29,812	1,852	904	32,568	27,768
	1890	28,222	1,403	264	29,889	34,552

The most striking feature in this return is that the numbers in receipt of English education, although it costs at the State schools Rs. 10·5 per head per annum in fees, are slightly higher than they were two years ago, whereas those who seek a vernacular education, which, notwithstanding the enhancement in fees which has been effected at all classes of schools, still costs only Rs. 1·2 per head, or barely a tenth of what is paid for an English education, show a rapid and continuous decrease. Vernacular education depends for its existence almost exclusively on the schools maintained by the State, while two-thirds of the candidates for English education are at either aided or independent institutions, and it cannot be said that the increasing prevalence of the latter is attributable to any undue encouragement on the part of your Department.

7. The three examinations for secondary education are (1) the entrance examination at the University, which tests the high standards, (2) the anglo-vernacular, (3) the vernacular middle class examinations, which test the middle standards at English and vernacular schools respectively. The leading results at each for the last three years are compared in the following table :—

	Entrance.			*Anglo-vernacular middle.*			*Vernacular middle.*		
	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.
1888	776	350	45	2,768	1,140	41	4,306	1,770	41
1889	1,034	631	61	2,792	1,181	42	4,440	2,264	51
1890	1,110	570	51	3,408	1,400	41	4,545	1,700	37

The steadiness of the proportion of passes to candidates at the anglo-vernacular middle class examinations is remarkable, and there is reason to believe that the high percentages shown in 1889 at the other two may be ascribed to undue lenity on the part of the examiners. The general results point in the same direction, though not so decidedly, as the figures showing the total numbers of pupils attending the schools. The rise in the number of candidates is far more marked at the entrance and the anglo-vernacular than at the vernacular examinations, being 34 per cent. in the first case, and a little more than 4 per cent. in the second. The percentage of passes obtained at the anglo-vernacular middle examination by the schools of the 3rd Circle was noticeably low, though the results for the same schools at the other examinations do not compare unfavorably with those from other divisions. The number of candidates who took up Persian at the anglo-vernacular examination was more than twice as great as the combined number of those who took up Urdu, Hindi and Sanskrit. The success which was obtained by the schools at Fyzabad, Bareilly, Moradabad, Cawnpore, Meerut and Farukhabad, and the Victoria High School, Agra, at the anglo-vernacular, and at Sultanpur, Bahraich, Lucknow and Rae Bareli in the vernacular middle examination, has been noted with satisfaction.

8. In the reviews on your reports for the past two years your attention has been prominently directed to the subject of the boarding houses attached to the zila and vernacular middle schools, and in the report now under consideration you furnish a brief account of each separately. The total number of boarders, owing, it may be assumed, to the more stringent enforcement of the instructions which provide against overcrowding, has slightly decreased. The following abstract shows the figures for 1889 and 1890:—

	Zila schools.			*Vernacular middle schools.*		
	Boarders.	Self-supporting.	Percentage.	Boarders.	Self-supporting.	Percentage.
1889	1,010	799	79	2,147	1,366	63
1890	983	832	84	2 094	1,332	63

You again say that at a large number of schools the accommodation is not equal to the demand, and Government has on previous occasions explained the circumstances in which it is ready to take into consideration applications for assistance. The necessity must in each case be proved by the offer of substantial local contributions. The spontaneous efforts of the Játs at Bulandshahr and the residents of Partabgarh and the liberality of large landed proprietors like the Rája of Bilrám at Etah and the Talúkdár of Simri at Rae Bareli, are examples which deserve encouragement. With a few exceptions, where you will no doubt see that remedial measures are taken without unnecessary delay, the boarding houses attached to zila schools appear to be well managed. You should lose no time in getting out the subsidiary rules which are required in articles 14 and 15 of the instructions which have recently been approved by Government. In regard to the boarding houses attached to the vernacular middle schools it appears that much remains to be done before they can be considered in a wholly satisfactory condition, but a failure to attain at once to the standard which has been accepted by Government as ultimately desirable need not, as the Chairman of the District Board at Basti appears to think, be taken as a reason for closing them altogether.

9. You give a short, but interesting, account of the progress which has been made during the year in the matter of physical education. It is, as you are aware, a subject in which the Lieutenant-Governor takes much interest, regarding it as the most promising form under which relief can be given to a purely intellectual education, and as an important assistance to the moral training of school-boys. The readiness with which cricket and other games have been taken up in all parts of India assures their popularity and success among the manly races of these Provinces, and in cases where its offices can be usefully engaged in procuring play-grounds, you should make the circumstances known to Government. The formal recognition of their value which was accorded to out-door games and sports by the

Inspector of the 1st Circle is likely to have a good effect, and the example might be followed in other circles of finding a place for them at the inspections of zila schools.

10. Your attention was drawn, with reference to last year's report, to the marked falling off in the numbers of pupils in the primary stages, and it was pointed out that the difference exhibited by the several divisions, which in five years varied between a gain in the upper primary classes of 28 per cent. in Rohilkhand and a loss of 45 per cent. in Agra, were not of a kind that could be explained by any general causes affecting the whole Provinces. The following table shows no indications of the recovery which might have been expected if the decrease could rightly be ascribed to a temporary depression following on the measures described in paragraph 18 of the review. There has been, on the contrary, a further falling off both in the total number of pupils and in the quality of the education, as tested by the numbers who have reached the upper primary standard. The figures are taken from General Table V :—

	Total.	In upper primary classes.	Percentage in upper primary.
1888	173,302	32,154	18·5
1889	156,046	26,954	17·2
1890	154,789	25,968	16·7

It appears from the figures given on page 34 of your report that the Agra Division, in which the greatest loss had occurred in previous years, shows a further falling off of 8 per cent. The loss in the present year amounted to 10 per cent. in Jhánsi and 7 per cent. in Oudh, while the other divisions were nearly stationary, except Kumaun, in which there was an increase of 13 per cent.

11. While, however, the total number of boys in receipt of an education which is sufficiently advanced to be of use to them in after life has fallen off, the percentage of success at the examinations has usually increased, the difference being mainly accounted for by a decrease in the numbers that go up. The numbers in each division who went up for and who passed the examinations for classes IV and III (upper primary) were as follows. The figures are taken from the 43rd paragraph of your report :—

Income from fees.		Division.	1889.			1890.		
1889.	1890.		Examined.	Passed.	Per cent.	Examined.	Passed.	Per cent.
Rs.	Rs.							
1,266	4,081	Meerut	2,208	508	23	2,160	668	31
272	73	Agra	1,753	192	11	1,457	387	26
93	220	Jhánsi	329	36	11	282	67	24
2,040	6,634	Oudh	5,812	3,780	65	5,413	3,748	69
956	1,627	Rohilkhand ...	2,213	353	16	2,108	953	45
...	55	Kumaun ...	459	99	22	487	164	33
435	400	Allahabad ...	2,097	973	33	2,675	825	31
2,399	3,037	Benares ...	3,021	1,247	41	2,786	1,594	57
7,461	16,127	Total ...	18,792	7,188	38	17,368	8,401	48

Columns have been prefixed showing the income from fees for each division, and it does not appear probable that the charges made on this account can have been the principal or even a very material cause of the falling off. Oudh, in which, with the exception of Meerut, the fee income is higher, both in proportion to the population and relatively to the amount raised last year, than in any other division, still retains its place at the head of the Provinces in the matter of primary education, and though there has been a reduction in the total attendance, the numbers of boys going up for examination in the upper primary standard has not been materially affected. Agra, on the other hand, where there has been practically no income from fees, stands far below all the other great divisions not only in the rate of falling off, which has occurred in recent years, but also the actual numbers of its pupils when compared with its total population, and in the character of its education when tested by the results of the examinations. In the latter respect there has, it is true, been an improvement during the year under report, but the condition of this division is still such as to claim your most anxious and careful attention. Nothing that is disclosed by your reports of recent years is so thoroughly unsatisfactory.

12. The general financial results are hardly more reassuring. There has been a reduction in the cost to the State of its vernacular primary schools, an item in which retrenchment is not desired, from Rs. 4,99,509 in 1888 to Rs. 4,86,855 in 1890; and at the same time the total cost per 100 pupils has risen from Rs. 340 to Rs. 400, or by nearly 18 per cent. The recently sanctioned reorganization of your Department has greatly strengthened the agency at your command for the inspection of this class of schools, and the Lieutenant-Governor is confident that you will not allow it to postpone this, which is the most important of all, to any other part of its duties. I am especially to enjoin on you the necessity of carefully watching the effects of the imposition of fees at this stage of education: as the experience already obtained, though, so far, not adverse to the measure, is not sufficient to serve as a basis for final conclusions.

13. The special instruction of teachers has been concentrated at four Government training schools at Agra, Lucknow, Bareilly and Allahabad, with results that appear on the whole to be satisfactory, though there has been a slight falling off in the number of pupils on the rolls. That the existing arrangements are fairly sufficient to supply the demand is shown by the fact that no less than 3,923 out of 4,293 of the principal teachers at the State, vernacular, middle and primary schools, and a majority of their assistants, are furnished with the requisite certificate. In the review of last year's report you were asked to explain the great falling off (from 938 in 1887 to 571 in 1889) in the number of candidates appearing at the normal school examination. No explanation has been received, and this year's report is silent on the point. General Table VI, appended to the report, returns 10 as the number of examiners at the training-school examination for masters. Unexplained, the figure is unintelligible.

14. The numbers of girls under instruction in this and the previous year are compared in the following table:—

	Europeans and Native Christians.		*Hindus.*		*Muhammadans.*	
	Primary.	Secondary.	Primary.	Secondary.	Primary	Secondary.
1888-89	916	1,744	5,590	13	3,088	15
1889-90	1,188	2,275	5,518	17	2,669	18

The falling off in the case of Muhammadans in the primary stage is to be regretted. There has been a slight rise in the number of girls at aided schools under private management, and a nearly equal falling off in the number of State schools, more than two-thirds of the whole number under instruction having been at the former. You do not explain how it comes that whereas the total expenditure per head at State schools was only Rs. 5·3, at private schools it amounted to Rs. 17·5: but if correct these figures might go some way to explain the greater popularity and efficiency of the latter.

15. At the European schools there has been a slight diminution in the average daily attendance in the primary section. In the remaining sections the numbers are practically the same as they were last year. The table in paragraph 55 of your report, which gives the average attendance during the year, differs materially from the grand total of scholars on the rolls on the 31st of March, given in the return on page 64; and the total expenditure by Government, which from the appendices appears to have been Rs. 82,063, is given in the body of your report as Rs. 71,159. It would add materially to the lucidity of your report if an explanation were given in cases where, owing to cross divisions or any other cause, the figures in the text differ from those in the appendices. If the figures given in your table in paragraph 56 are accepted, the grant earned by boys and girls separately in 1889 and 1890 appears to have been as follows. The payments for indigent children, which are on an entirely different footing, are excluded:—

	1889.			1890.		
	Ordinary grant.	Final examination grant.	Total.	Ordinary.	Final examination.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Boys	37,728	3,665	41,393	33,702	1,850	35,552
Girls	30,860	1,715	32,575	30,873	2,290	33,163
Total ...	68,588	5,380	73,968	64,575	4,140	68,715

The reduction in the total grant is owing exclusively to a diminution in the grants earned by boys' schools, both ordinary, and on account of the final examination. The grant earned by the Diocesan Boys' School at Naini Tal fell from Rs. 6,712 to Rs. 4,950, and the differences

in the cases of St. Peter's College and the Cantonment School at Agra, though smaller in absolute amount, were even greater in comparison with the total grants earned. You refer generally to previous correspondence for an explanation of the decrease, but the matter has a material bearing on the working of arrangements which for the present are on trial, and a short examination of the causes would not have been out of place in your report. It is satisfactory to find that the imposition for the first time of a fee of Rs. 10 for appearance at the final examination has not led to any decrease in the number of candidates.

16. The Department was administered for six months during your absence on leave, and the report for the year submitted, by Mr. Constable. To him and to you and to the officers of the Department generally the acknowledgments of the Lieutenant-Governor are due for the vigor and efficiency with which the work was carried on.

I have the honor to be,

SIR,

Your most obedient servant,

W. C. BENETT,

Secy. to Govt., N.-W. P. and Oudh.